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ABSTRACT

In the U.S.S.R., the trade unions see the continuous growth of the general educational, cultural and technical level of all workers as one of the conditions of social and scientific progress in the interests of the working class. The role of the unions in the lifelong education of the population is determined by their status in the political system of the socialist state. The trade unions, under socialism, participate directly in managing state and public affairs, in planning the country's economic and social development, in raising the general educational, cultural, and technical level of the Soviet people. The unions participate in a businesslike manner in the development and improvement of all types of general and specialized education, as well as in the plan-based training and retraining of workers in accordance with the requirements of production and management conditioned by the high rate of scientific-technological progress in the interests of the working people. The Soviet trade unions take part in planning the training of personnel, in staffing educational establishments, in organizing cultural and mass activities and educational work among industrial and agricultural workers, at the workplace and at community cultural and educational institutions. The trade unions have at their disposal a solid material base for participation in the organization of lifelong education; about 25 percent of the union budget is earmarked for cultural activities, physical training, and sports. Unions in the U.S.S.R. participate in improvements in the education system, develop lifelong education, and carry out the system of trade union education. (KC)

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THE ROLE OF SOVIET TRADE UNIONS IN THE LIFELONG EDUCATION OF WORKERS

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INTRODUCTION

The Soviet state sets itself the aim of expanding real possibilities for the development and application by citizens of their creative forces, abilities and gifts for an all-round development of personality in conformity with the communist ideal: "Free development of everyone is the condition of free development of all".

V I LENIN used to underline that the development of socialism leads toward "eliminating the division of labour among people, toward educating and schooling people, giving them all-round development and training, so that they are able to do everything" (V I LENIN, *CW*. vol 31, p 50).

The socialist concept of education stems from the goal of an all-round development of the personality. It presupposes a systematic replenishment of human knowledge due to the development of science, technology, culture, improvement of vocational training, satisfaction of the growing intellectual needs.

In the process of education in the USSR people receive systematic knowledge about the topics of the development of man, society and nature. To build a communist society it is necessary not only to have profound knowledge of the conditions of life and work, comprehending the basic aims and tasks of the socialist society, the logics and problems of its development, but also use them rationally in the activity of every human being.

The system of education in the USSR pursues two fundamental goals:

first, every citizen in an advanced socialist society must have the possibility to satisfy his constantly growing

needs of procuring knowledge;

second, the quality and standard of the general education of all workers must be in accord with the needs of economy, whose development is subordinated to the interests of all workers.

The idea of continuity is inherent in the very essence of education in the USSR. The continuity of education is regarded as a principle of the system and methods of satisfying the intellectual, socio-political, ethical, aesthetic needs of the Soviet people, as well as of the actual system of education whose components are interconnected and ensure unity and continuity in the transfer of knowledge.

The general and compulsory nature of initial education, the ramified network of the educational system are a condition and foundation of the development of the system of lifelong education. Article 25 of the Constitution of the USSR states that "in the USSR there is a uniform system of public education, which is being constantly improved, that provides general education and vocational training for citizens, serves the communist education and intellectual and physical development of the youth, and trains them for work and social activity".

The system of public education rules out élitism in obtaining knowledge, under which it is practically impossible to carry out lifelong education for all.

The uniform system of lifelong education is such a system which provides possibilities for everyone purposefully to obtain and improve knowledge, skills and abilities in any state-run general and specialized education establishments, through informal educational work as well as through self-education in all stages of the life cycle.

The system of lifelong education in the USSR comprises

the following components:

pre-school education establishments,
day-time secondary and higher education institutions,
secondary and higher education institutions for employed people (evening and distance schools),
various forms of vocational training and retraining,
clubs engaged in general education,
mass-media used for educational purposes,
self-education.

In the conditions of the socialist society, the social millieu - the family, the labour teams, the sphere of leisure pursue in principle the same goals in education and personal development as the society; therefore they also contribute to the implementation of lifelong education. Due to this the USSR is actively developing social pedagogics. Along with general and vocational training, social pedagogics helps the people in becoming actively involved in the process of life, developing various aspects of their personalities.

Lifelong education should not be identified with adult education. It does not compensate for inadequate schooling, but it is regarded as a process accompanying the entire life activity of man.

Lifelong education is ensured by the possibility of acquiring knowledge during the entire course of life, constant updating of knowledge, the unity of education and practice, the changes in the content of the study process, the continuity of turning education into self-education.

The trade unions see the continuous growth of the general educational, cultural and technical level of all workers as one of the conditions of the social and scientific progress in the interests of the working class.

The role of the unions in the lifelong education of the

population is determined by their status in the political system of the socialist society.

The trade unions under socialism, protecting the interests of workers, participate directly in managing state and public affairs, in planning the country's economic and social development, in raising the general educational, cultural and technical level of the Soviet people.

The Soviet Union, with the active and direct participation of the unions, successfully resolves the key problems in the field of education, training and retraining of all citizens:

transition to compulsory secondary education;

on its basis, implementation of a broad system of vocational training so that every young person involved in production should have adequate preliminary vocational training;

ensuring the planned organized system of re-training and raising the vocational skills of workers directly at enterprises and organizations in the conditions of the changing structure of production under the impact of science and technology.

In conformity with the functions performed by the unions in the USSR, their participation in the lifelong education of adults has multifarious forms: the normative, organizational, methodological, informative, material and financial, supervisory, etc.

1. Exercising the right to legislative initiative, the Presidium, the All-Union Central Council of Trade Unions (AUCCTU), its Secretariat together with the Council of Ministers of the USSR, the State Committee for Vocational and Technological Training, the Ministry of Education, the Ministry of Higher and Specialized Secondary Education adopt normative regulations regarding the organization, material

and technical means, supervision over higher and specialized secondary education, as well as over the vocational and technological education of employed people.

The unions participate in a businesslike manner in the development and improvement of all types of general and specialized education, as well as in the plan-based training and re-training of workers in accordance with the requirements of production and management conditioned by the high rate of scientific-technological progress in the interests of the working people.

To carry out planned continuous education of workers, the AUCCTU is represented in the Commission of the Supreme Soviet of the USSR on Education and Culture, the Council for Higher Schools at the Ministry of Higher and Specialized Secondary Education of the USSR; the Council for Specialized Secondary Education at the Ministry of Higher and Specialized Secondary Education of the USSR; the All-Union Interdepartmental Council for Vocational and Technological Education, Training and Promotion of Qualification of Workers; the All-Union Interdepartmental Council for Cultural and Educational Activities; the State Interdepartmental Library Commission and others. The trade unions draft methodological recommendations on training and raising the skills of workers at enterprises, on studying advanced production experience, organizing the system of economic, aesthetic, technological and other education of workers, training trade union activists.

The Soviet trade unions take part in planning the training of personnel, in staffing educational establishments, in organizing cultural and mass activities and educational work among industrial and agricultural workers, at the workplaces and at community cultural and educational institutions.

The trade unions supervise the activity of the management in creating adequate conditions for the further education of adults, granting them the rights and benefits provided for by law.

The trade unions themselves have at their disposal a solid material base for participation in the organization of lifelong education. 24.9% of the union budget is earmarked for cultural activities, physical training and sports.

The Soviet trade unions publish independently or together with ministries and departments 10 newspapers and 26 socio-political periodicals and periodicals specialized by trades. The circulation of the trade union periodicals in 1981 was 30 million copies. The AUCCTU publishing house PROFIZDAT annually publishes 300 titles of books and brochures whose overall circulation reaches 25 million copies on the average.

The activity of the Soviet trade unions in the continuous education of adults can be conventionally subdivised into three directions:

1. Participation in the development and improvement of the state system of general and vocational education.

2. Participation in the development of informal provisions of lifelong education.

3. Creation of the system of trade union education.

Before analyzing these directions in the activity of Soviet trade unions, let us make a brief historical review about their participation in carrying out the cultural revolution in establishing a system of lifelong education in the USSR.

I. THE ROLE OF TRADE UNIONS IN THE USSR IN SETTING UP A SYSTEM OF LIFELONG EDUCATION OF WORKERS

The Soviet trade unions directly participate in the development of all forms of education for workers. Profound awareness of the fact that social and economic transformations taking place in the country should be accompanied with lifelong education and elaboration of a set of measures of their participation in its development, have always helped them in due measure to perform their protective and educational functions.

Immediately after the October Revolution the objective conditions predetermined the creation of a new educational system and especially a system of adult education, allowing the working people constantly and continuously to obtain and expand their knowledge, raise their general educational and cultural level, improve their technological skills.

The fundamental principles of that system were laid down in the Second Programme of the Party, in the section devoted to public educational system. The Programme pointed in particular to the necessity of "bringing to completion the cause, started by the 1917 October Revolution, of changing the school from a tool of class domination of the bourgeoisie into a tool of completely eliminating the division of the society into classes, a tool of communist transformation of the society".

According to the Party Programme, the school should be the channel of ideological, organizational and educational influence of the proletariat on the working people in training a generation capable of ultimately establishing a communist society. The Programme outlined the implementation of

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free and compulsory general education for all children, creation of a network of pre-school institutions, fulfilling the principles of a unified labour school with teaching in the mother tongue. The school should set itself free from any religious influence, closely linking education with socially productive labour, training universally advanced members of a communist society. The Programme stressed the necessity of training new workers of adult education, setting the task of inviting literate workers to active participation in wiping out illiteracy among the population.

The Party Programme envisaged all-round state assistance to the self-education of workers and peasants, and expansion of vocational training. It was also planned to provide broad access to higher schooling for all who wished to study, creating material facilities for students, in the first place for working class members, in order "to give a practical possibility to the proletarians and peasants to make use of the higher school" (*The CPSU in Resolutions and Decisions of its Congresses, Conferences and Plenary Meetings of the Central Committee*. 8th Edition, vol 2, Moscow, 1970, p 49. In Russian).

Measures in the field of education and cultural work were organically linked with the solution of the tasks of economic development.

Developing and substantiating a new, wider and larger role of the trade unions in the system of political organization of the Soviet society, V I LENIN put before them the task of increasing the participation of the workers themselves in managing the economy, creating a new production, a new socialist culture. "We shall never bring the work of communist construction to its completion unless we cope with this task, unless we convert the trade unions into organs for training ten times as many people as at present for direct participation in state administration", V I LENIN said addressing the

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Second All-Russia Trade Union Congress (V I LENIN, *CW.* vol 28, p 426).

The trade unions have always been linked with labour, with production. But after the establishment of the socialist order, the place of the unions in economy and consequently, the attitude to it changed radically, because the working class became the master of production, and its chief concern is new socialist organization of production, the steady growth and improvement of the society's productive forces.

However, the working class, assuming the role of the organizer, in addition to that of the performer in production, mostly did not know how to manage the economy, it did not have a high level of culture, in many cases lacked bare literacy. The trade unions were entrusted with the extremely important function of initiating the masses in the skills of independent management and administration.

V I LENIN penetratingly revealed the new, main social role of the Soviet trade unions - as the school of communism. He pointed out that the trade union movements "is an organization for education, an organization designed to draw in and to train; it is, in fact, a school: a school of administration, a school of economic management, a school of communism" (V I LENIN, *CW.* vol 32, p 20). He called the task of teaching the masses the skill of management "a higher and more important one" because the destinies of socialism and communism depended on its successful implementation.

This is not an exhausting description of the function of the trade unions as a school of communism. Having become the master of production, the worker had to adopt a new socialist attitude to labour. V I LENIN did not confine the educational work of the unions only to labour education, but he understood it in a much broader sense. The trade unions, according to his definition, must turn into "organs of labour and socialist

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education of the entire working masses". They are called on to participate both in the ideological and political and in the labour and moral education, in a word, in the education of universally developed people.

One of the chief forms of the union participation in management is their participation in the creation of all economic and state organs concerned with economy, promotion and training of managers from among the workers and the working masses in general, participation in the work of the state planning organs, in discussing issues connected with education, social security, public health care. The collective agreements (between workers and management) already in the first revolution of 1905-1907 became a form of involving workers in the management of production, educating them in the socialist, communist spirit. The so-called production meetings have become the principal form of practical training of workers and of all working people in managing the national economy of the country.

Widely involving the working people in management, the trade unions have activated the working class for seeking knowledge, education and culture. The Second All-Russia Congress of Trade Unions, having discussed the issue of cultural and educational activities, the tasks of the unions in vocational training, recommended the introduction of compulsory general education courses at enterprises for raising the cultural and technological standard of the industrial workers.

The trade unions have done a great ideological and educational work to win over the intelligentsia for co-operation with the Soviet power. In the first years of Soviet power the union organizations of teachers, medical workers, engineers, artists and actors were set up. In 1918, the All-Russia Union of Workers in Education and Socialist Culture was established.

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The involvement of the intelligentsia in creating the educational system was facilitated by congresses, conferences, seminars, courses, meetings, rallies, discussions with the participation of representatives from various strata. Teachers congresses were especially popular. In 1918, for example, 164 teachers' congresses and 81 congresses of educational workers were organized in Soviet Russia. They discussed the key issues of building schools, inviting teachers and all literate population to help solve the task of national importance - that of wiping out illiteracy.

The problems of eradicating illiteracy among workers, of their political and vocational training topped the agenda of the 3rd All-Russia Congress of Trade Unions (April 1920).

To resolve that important task, the trade unions were instructed to develop active propaganda of vocational training, taking account of the needs of individual enterprises and branches in skilled manpower, looking for the teaching staff, mobilizing trade union workers for this purpose both centrally and locally.

The preparation of broad strata of skilled workers was one of the necessary conditions in the reconstruction of the devastated national economy.

In its Appeal "To the Proletariat of Russia" the Congress called on the workers resolutely to fight against "technological illiteracy" i e low level of technological skills.

But the very illiteracy was a great problem, too. By the end of 1921, the trade unions numbered nearly 2 million illiterates, that is one fourth of the total trade union membership.

In 1921, the trade unions together with the People's Commissariat for Education and the "Glavpolitprosvet" (central body of political education) set up over 12,5 thousand literacy schools. Literacy schools were established directly at

enterprises, factories and plants, at workers' clubs. In 1921-1922, as a result of the measures taken by the trade unions together with the state bodies, more than 500,000 workers became literate. The trade unions rendered great assistance organizationally and materially to the Society "Down with Illiteracy" set up in 1923.

During the period of industrialization and collectivization (1929-1933) the trade unions paid much attention to raising labour productivity on the basis of socialist rationalization of production. Socialist industrialization and rationalization of production required large numbers of skilled workers. It was necessary first of all to raise the general cultural standard of workers and to intensify vocational training.

In those years the trade union also stepped up their struggle for the eradication of illiteracy among workers. The decree adopted by the Party Central Committee "On the Work to Wipe out Illiteracy" (May,1929) contributed toward this end. Besides schools for the illiterate and semi-literate, two-year and three-year courses for workers were opened. Factories and plants were setting up commissions and headquarters to eradicate illiteracy, composed of the best representatives of workers, engineers, technicians and employees. The trade unions organized competitions between workshops, shifts and teams for the best results in literacy work. For example, in 1930 an agreement was concluded on rendering assistance in wiping out illiteracy between the central committees of industrial and agricultural workers' trade unions. The same kind of agreement was concluded between the Central Committee (CC) of the Metal and Textile Workers' Union and the CC of the Construction Workers' Union.

In those years the trade unions together with the public educational bodies set up a ramified network of evening

classes for workers, courses to prepare workers for entering higher education establishments. In 1930, over 55,000 worker were prepared for study at higher education level in evening and distance courses and sent to higher education establishments, Workers' Universities, the highest component of the general education system for workers, were established in major industrial centers.

In January 1936, the government and the Party Central Committee decided completely to eradicate illiteracy among workers aged under 50 within the period 1936-1937.

The trade unions were entrusted with the task to teach over that period one million illiterate union members (workers who recently came from the countryside, agricultural, seasonal workers), and also one million adult members of their families and 1.5 million of semi-literate union members.

As a result of the work aimed at wiping out illiteracy, by 1939 the overall proportion of literates among the population exceeded 81%.

The trade unions together with the public education bodies continued to develop secondary general education schools for the employed youth. Extensions of higher education establishments, groups for training workers to enter higher education institutions and secondary specialized schools were set up at many major enterprises. Thus, the unions were assisting in the solution of a difficult task of the cultural revolution - that of creating the Soviet intelligentsia.

With a view to moulding the new intelligentsia from among the working class and the poorest peasantry, the trade unions together with the organs of the People's Commissariat for Education were setting up the so-called workers' faculties (the "rabfacs") for workers and peasants to prepare them for entering the university-level institutions. The commission

that dealt with these issues also included a representative of the AUCCTU. According to the rules on the workers' faculties they admitted workers - union members who had been employed at least two years and peasants who did not exploit hired labour.

Trade union representatives were also on the admission commissions of higher education establishments, they also took part in the administration of these institutions. The trade unions paid out scholarships to workers who were sent to the workers' faculties and high schools. Thus, the CC of the Metal Workers' Union paid out, already in 1922, 100,000 roubles from the student aid fund, bought for the needy students a 200,000 roubles worth of clothing and 100,000 roubles worth of text-books.

Of great significance in the promotion of working activity and initiative in 1921-1925 was industrial propaganda which was the first mass form of economic education of the working class, contributing to the technological creativity of the masses aimed at improving the organization of production, the study and popularization of the experience of the foremost workers, shaping of socialist attitude to labour and public property.

In November 1920, the AUCCTU approved the rules on production propaganda which recommended to carry it out through the cultural and educational departments of the unions, widely using workers' meetings, conferences, periodicals and leaflets. An important role was also assigned to films, museums, clubs and exhibitions. The All-Union Bureau for Production Propaganda was set up at that time.

The trade unions attached great significance to the expansion of the network of the so-called production circles at enterprises. By January 1, 1926 their number in the country was 1,647, by February 1, 1927 - 10,369 and by April 1, 1928 - 12,000. All in all the number of the production circles increased almost eight fold. In 1927-1928, a total of 190,000

workers attended these circles. The participants in the production circles were the most active people at the production meetings.

As a result, in 1927 the share of skilled workers in the overall number of workers totalled 40.5%, semi-skilled 34.1%, unskilled 25.4%.

But from 1929, industrial development immensely gained in speed, hundreds of new enterprises emerged, and the existing ones were modernized. Hundreds of thousands of people were coming every year, mostly from agriculture, to work in industry. They mostly lacked the necessary skills for making an effective use of new technology, but among them were also semi-skilled workers, who had previously used mostly obsolete pre-war equipment, and in most cases were not able immediately to "switch over" the new technology. The share of skilled workers considerably dropped. The new enterprises were not meeting the deadlines in reaching the planned targets.

The trade unions actively joined the efforts for a higher technological niveau of the working class. Organization of various forms of technological studies was one of the forms of the activity of the unions. They took part in setting up technological circles, "schools near the lathes", workshop schools, courses for foremen and team leaders, in drafting measures on technological studies at enterprises, summarizing and disseminating advanced experience, holding technological conferences, discussions on technological problems.

In February 1931, following the initiative of the young workers at the Leningrad plant "Krasny Putilovets", emulation was started for the best organization of technological studies and training of workers, a mass inter-plant campaign for mastering new machinery.

The decree adopted by the AUCCTU Presidium "On Technological Education of the Foremost Workers" played an important

role in the expansion of that movement.

Questions of technological studies occupied a prominent place in the collective agreements. Experienced workers took up patronage over young workers who were just making their first steps in production.

In the course of the campaign for mastering new equipment, the practice was started of passing technological examinations right at the enterprise.

A fresh upsurge in the campaign for mastering new technology, started in the years of the First Five-Year Plan period, took place in the mid 30s. All mass media were employed, including the factory press. At that time, 4,000 factory newspapers were published in the country. Special technological bulletins were published at many plants. Technological knowledge was spread by the mass voluntary society "For Mastering Technology" which associated 1.5 million people.

In 1933, the practice of passing public exams assumed mass proportions. A decision was taken by the government on the adoption as of January 1, 1934 of the compulsory minimum of technological knowledge for the workers of 255 leading trades operating sophisticated machinery and mechanisms.

In 1934, over a million workers passed their public and technological exams. In the same year the practice was started of passing a public and technological exam of the second degree. Only those were allowed to take this exam who had passed the first exam and who went on with their studies of a superior degree, at the courses for foremen, etc.

A large-spread form of on-the-job training of workers which had been developing over a number of years, was fixed by the state through the enactment of the compulsory state technological exam. Those who had passed it were put in higher pay categories, many of them were promoted.

The factory and plant apprentice schools which trained 1.4 million workers in the years of the Second Five-Year Plan period, three times more than in the First Five-Year Plan period, were a major source of satisfying the requirement for skilled labour. Yet a mere quarter of the new industrial workers passed through these schools.

The trade unions have tangibly contributed toward creating a system of propaganda of advanced experience.

In 1932, an emulation campaign was launched along the lines of particular trades. Foremost miner from Donetsk N IZOTOV initiated a special course for young miners. In a short period of time, "Izotov schools" in which experienced workers passed on their knowledge to younger workers were spread all over the country.

In November 1935, a new form of exchanging experience emerged at the "Stakhanov schools", named in honour of Alexei STAKHANOV, a miner of the "Central-Irmino" Mine, Donetsk Region, who exceeded the planned target 14 times. At these schools, the best worker - "stakhanovits" - acting as instructor helped in the process of work a whole labour team or section to organize their work in a new manner.

The expansion of technological education among the working people was accompanied with broad development of innovations and inventions, the movement of multi-lathe operators, combination of vocations, creation of combined teams of outstanding workers and engineers and technicians.

Apart from leading the wide-spread campaign designed to help workers master new technology, the trade unions took care of raising the general educational and cultural level of the working class.

The factory workers' clubs were to become the centers of cultural and educational activities, a place of proletarian

education and propaganda, of rest for the working people, as was pointed out already in the decisions of the 5th Congress of trade unions (September 1920). It was recommended to organize the work of libraries, various special interest circles, recreational and tourist groups within the clubs.

In the resolution "On the Cultural and Educational Work of the Trade Unions", the Congress stressed that they can perform their role of a school of communism only under the condition that they consistently work for raising the cultural and political level of the working class. For these purposes the unions had to intensify the activity of cultural institutions, to expand the work of the circles, to expand production propaganda and vocational training, work among women and young people.

By the end of 1935, the unions had 3,418 clubs, 21,700 "red-corners" and 8,085 libraries. The clubs had a membership of over one million with 25 thousand circles attached to them. The libraries had over 12 million readers, and possessed nearly 17 million books. There were 17,000 study and hobby circles at the "red corners".

At the beginning of 1935, the trade unions had at their disposal over 5,000 clubs and 65 thousand "red corners". In the mid 30s, the material base of the unions grew and became stronger. They set up almost 1.5 thousand new clubs and other facilities. Spendings on cultural purposes increased three fold at that time. In 1936, over 8 million people studied in various circles at the clubs and "red corners". The network of trade union libraries was widely spread. The number of readers had reached 6 million.

In 1936, the trade unions were entrusted with the promotion of tourism. The allocations of the trade unions for physical training and sports more than quadrupled.

The trade unions devoted special attention to the training and raising of the skills of the trade union workers and

activists. A school of the trade union movement of the AUCCTU was founded in 1919. In 1920, short-term courses for trade union workers were set up at the local trade union organizations.

Circles were created at the clubs for the study of the history of the trade union movement and the present tasks of trade unions for a large number of activists.

There was no precedent, perhaps, in mankind's history, that a leap would be made within the life-span of one generation from mass illiteracy to the adoption of compulsory complete secondary education.

The educational level of manual workers has been rising at a fast rate in the USSR. From 1939 till 1982, the general educational level of the population increased almost 7 fold. Over the same period the number of persons with secondary and higher education among people engaged primarily in manual labour went up 17 times.

The general education schools for adults have played a major role in raising the educational and cultural level of the Soviet people. Supplementing the general school education of adults by out-of-school and vocational education, the country has trained workers for industry and agriculture, for the Party and social organizations. The general education of adults was of great significance for the growth of the educational and cultural standards of the poeple, for the creation of the new Soviet intelligentsia.

Despite the colossal strain caused by the Great Patriotic War (1941-1945), the Soviet government adopted in 1943 a decree "On Teaching Adolescents Working at Enterprises". In 1944 the schools for adolescents were transformed into schools for the working youth. At the same time distance study was introduced for adults.

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In pre-revolutionary Russia, almost three fourths of the population were illiterate. Now 85% of the population employed in the national economy have higher and secondary (complete and incomplete, i e 10- or 7-year) education.

The national economy of our country is now supplied with best educated, highly skilled workers and specialists distinguished by a high level of social and vocational maturity, highly active engagement in scientific-technological progress, in the solution of all issues of the life and activities of our society.

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II. PARTICIPATION OF THE TRADE UNIONS IN THE DEVELOPMENT AND IMPROVEMENT OF THE STATE SYSTEM OF GENERAL AND VOCATIONAL EDUCATION

The continuous growth of the educational and cultural level of workers is the objective law of the socialist society. The upsurge in the general educational level of workers is also linked with further development of economy and with the moulding of universally developed man, culture of everyday life, leisure, moral atmosphere in the society.

In the USSR, all levels of education are accessible to any citizen irrespective of his social background or wealth, race or nationality, sex and the place of residence. The state assumes responsibility for really guaranteeing the right to education as enacted in the Constitution. This right is ensured by free education of all types, through the implementation of compulsory complete secondary education for the youth, broad development of vocational, specialized secondary and higher education on the basis of connecting education with life and work; the development of education at evening classes and distance study; provision of state grants and other benefits to pupils and students; provision of textbooks free of charge; the possibility of school study in the mother tongue; the development of a system of vocational orientation and creation of conditions for self-education.

The system of public education is characterized by uniformity and continuity of all its component parts. In it there are no schools-impasses which bar access to higher degrees of education, there are no educational institutions for privileged population strata.

The constant growth of the general educational level of

the population is conditioned both by the social goals of the social progress in the USSR and personal interests and needs of the working people.

Expressing and protecting the interests of workers in their activity, the trade unions must take account of the objective nature of the changes in the demands put on workers in connection with the structural changes in economy and technology. The present-day production with its sophisticated technology places high demands on both the vocational skills and the general cultural standard of workers.

"The purposeful work of the trade unions in further raising the cultural and technological level of all categories of workers is to play a major role in the solution of problems of economic and social development. The mouldings in every toiler of the desire toward mastering higher vocational skills, general education, economic and technological knowledge becomes an important condition of the intensive development of the national economy", said S A SHALAYE", President of the AUCCTU, in his Report to the 17th Congress of Soviet trade unions (1982).

Modern production requires the involvement in its social process of such workers who can not only successfully use the achievements of the scientific-technological revolution and contribute to further improvement of the objects of labour, technological processes, manufacture of new products, production management, but also to influence the speed and nature of the actual scientific-technological progress.

With higher education, the worker needs less time to master new technology, to acquire and raise his skills, the amount of reject products and break-downs of equipment goes down. For example, a fitter with 5-6 school grades spends an average of 5 years to get to a higher category, one with 7-years of school - a little over 3 years, with nine-year education -

from 2 to 3 years, with complete secondary education - a year and seldom a year and a half.

Workers with higher level of education, culture and vocational skills change their attitude to labour, they acquire a growing interest in inventions and innovation. They are no longer satisfied with their performance. They develop a need to look for new solutions, creativity. A worker with complete secondary education presents six times as many innovation proposals as a worker without secondary education with the same length of work experience etc. (*Youth and Education*. Moscow 1972, p 30. In Russian).

General education has a tangible effect on the speed of industrial training: initial training of workers with secondary education takes 20-25% less time. Every completed grade of the general education school (from 6 to 10) accelerates the mastering of new kinds of jobs by 30% on the average.

The necessity of increasing the level of general education among workers of all occupations is also prompted by the social demands of workers as citizens of the socialist society. Only an educated person can conscientiously and actively participate in managing the affairs of enterprises, state and society, in various spheres of economic, political and cultural life, in the communist education of the new generation.

The participation of workers in public affairs, in management assumes more diverse forms with higher education, embracing various spheres of social and intellectual life. It includes work in the elected bodies, participation in meetings, permanent conferences, different commissions and assisting groups, lectures, propaganda and educational activities, contributions to the press, radio, television, participation in discussing socio-political problems, etc.

With the growth of education the workers spend more time on studies, self-education, satisfaction of their intellectual needs. The share of the time spent on studies in the weekly

amount of leisure hours is 15.2% among men having education from 5 to 9 years, and among workers with complete secondary education and higher education it is 22.8%. Women with this education spend on studies 2.3 times more of their leisure than those with education from 5 to 9 years. The time devoted to reading newspapers, magazines, books among male workers with education from 5 to 9 years is 1.3 times more than among men with primary education, and among women this figure is 1.2 times higher (V I BOLGOV, *The Time Budget Under Socialism*. Moscow 1973, p 238. In Russian).

Participating in the solution of questions of the educational system in conformity with the needs of advanced socialism, the country's economy, the scientific-technological revolution, the trade unions proceed not only from the needs of raising the standard of the workforce, but also the interests of a more diversified, harmonious development of the personality, so that people can apply in full measure their creative abilities, actively participating in the intellectual life of our society.

1. THE TRADE UNIONS AND GENERAL SECONDARY EDUCATION OF WORKERS

The tremendous successes of people's education in the USSR are well-known. Out of the 260-million population of the USSR 126 million now have eight-year and higher education.

However, it would be wrong to pretend that raising the level of general and vocational education in the conditions of socialism is automatically guaranteed by the progress of the society. The objective conditions, the economic relations under socialism, the changes in technology, the demands on workers, stimulate a rise in the cultural and technological

level of workers both in the interest of workers themselves and in the interest of the society; but competent control of the process of workers' education is still needed.

Relativelly large part of workers do not yet have sufficient education from the point of view of present-day needs. At the same time, not all workers who have lower than secondary education continue their studies. Very often this is connected with the fact that among such workers, as sociologists note, there are many young people who have been put in high pay and qualification categories and they lack adequate material incentives to continue their education. Thus, among a group of young workers under observation at 44 enterprises of the Chelyabinsk Region who are in high qualification categories, there were 13.5% of workers without 8-year education.

Research shows that the minimum number of workers raising their educational level are in categories of jobs with a low degree of labour mechanization, where we can refer also those who work in the sphere of services; the number of people continuing their education is rapidly growing in groups with medium and especially those with high level of mechanization and automation.

Only co-ordination of the actions of all the components in the educational system, combination of their efforts with the efforts of labour teams, allow an effective solution of the problems of universal secondary education in the country. The successful solution of these tasks depends also on the comprehensive utilization of all reserves contributing to the formation among young people of a stable quest for knowledge. Here the explanatory and organizational work of day-time schools, labour teams and schools for working youth will be the more effective the more they contribute to interconnecting general knowledge with the acquisition or raising of qualification.

The trade unions encourage the desire of the young men and women to complete secondary school, general or vocational, in due time and become highly skilled workers or specialists.

A long-term forecast basedon a detailed study of the influence of organizational, technological and social stimuli on raising education, and the reasons of dropouts from evening classes, on the one hand, and conrete information about labour teams engaged in education, on the other, help to shape the general educational policy in conformity with the real tendencies which are characteristic of particular branches or concrete teams.

The shaping in young people of the attitude to education as a high social value is an important task of the trade union organizations.

An analysis of the motives of young people for entering evening schools over a period of several years shows the predominance of such motives which are connected with the ideological, political, moral and creative aspirations of youth. They constitute 4/5 of the overull number of motives.

Broader detailed motivation based on a high estimate of education as a value can be observed among young people displaying social and labour activity, among those who aspire to enriching their knowledge and getting acquainted with the wealth of culture.

The labour teams contribute in a large measure towards the moulding among young people of the need to continue education. Entering the system of its official and unofficial ties, the young man becomes oriented on the norms, rules and traditions of that millieu and he gradually learns to relate his actions to them. The enrichment of his orientation on education is facilitated by the "climate" both of the primary labour team and of the entire enterprise, the effort of the management and social organizations to create the necessary

conditions for raising the cultural and general educational level of workers, especially young ones.

The evening or shift schools play a major role in the implementation of the universal secondary education in providing the necessary conditions for continuing the studies of the working youth. The country has over 120,000 evening schools. The annual number of graduates from the eleventh grades totals 1.3 million.

The evening school now more than ever before takes account of the socio-psychological possibilities of youth, the peculiarities of their work, the way they spend their leisure. Evening school students sent on longer business trips may choose studies by correspondence or register themselves with a consultative center, as is the practice on fishing vessels. The direct and distance study systems allow young mothers on maternity leaves to continue their education. The students are free to choose shift or evening classes, the way that suits them best. The evening school uses the so-called lesson and test system. This means that a student who has missed his lessons for a valid reason has a possibility of getting consultation outside the schedule and pass tests on the topic that he has missed.

The flexible forms of organizing the study process at the evening school is an objective foundation of successfully combining labour with studies for various categories of workers.

The work on raising the general educational level of plant workers at evening schools is supervised by the plant and workshop commissions of the trade union committees for work among youth which included the representatives of the evening secondary and apprentice schools, etc.

The organizational work on carrying out "universal education among workers", i e the implementation of compulsory general secondary education, is divided into several stages:

preparation for and actual recruitement of new students, rendering assistance to students in their studies and prevention of their drop-outs, evaluation of the results at the end of the school year, and preparations for the next school year.

This work helps to shape public opinion in favour of stimulating education among youth. For this purpose use is made of the mass media, of cultural and educational institutions, public activists of the enterprise, community, city and region.

Many trade union committees do not forget that those who have taken up studies sometimes find themselves in rather difficult situations. They do not know how to use library facilities, where to look for advice, how to work with textbooks and manuals. Their helplessnes in what regards the organization of intellectual labour results in great losses of physical and nerve energy, waste of time and consequent failure in studies making them feel that they are not suitable for further studies.

Teachers must help the newcomers to learn a new style of life, to adapt themselves to a new collective, to master the art of independent work with books, to learn to divide one's time correctly, correctly to plan their daily working hours. But great assistance in that is being offered by the cultural institutions (clubs and libraries) of the trade unions which make special provisions to assist such people in preparing for school studies.

The trade union organizations help schools in the organization of the educational process. Taking account of the life experience, the capacity of independent work, the outlook of the students, they help the schools to apply more widely active forms of studies. Parallel to traditional face-to-face teaching, the schools in co-operation with trade unions make use of programmed studies, seminars, topical games, lectures, instructive

visits of production plants, research institutes, meetings with interesting people, discussions about books, visits to shows and films, etc.

The following directions can be traced in the activity of the trade unions in developing and improving the system of general education of the working youth.

1.1 Co-operation with Educational Bodies, with Economic Executives and Social Organizations in Determining the General Educational Policy

The Presidium of the AUCCTU, the Central Committee of the All-Union Young Communist League (Komsomol), the Ministry of Education of the USSR have adopted joint documents, including essential recommendations aimed at stepping up the activity of the trade union and youth organizations and state-run educational bodies in ensuring universal compulsory secondary education in the country.

Of special significance are the regulations issued by the Ministry of Education of the USSR, branch ministries and the CC of trade unions aimed at further expansion of the involvement of the working youth in secondary education without work being discontinued, preservation of the contingent of students and raising of the quality of education.

1.2 Organization and Planning of the Study Process

The trade unions are working toward an absolute fulfilment of the planned number of students at evening (shift) general secondary schools. The trade union organizations together with the teaching staff of the evening (shift) secondary general schools and with industrial executives register those young workers who do not have secondary education, they draft and work toward the fulfilment of long-term plans for complete secondary education of all the working youth.

They run preparatory courses for entering the schools of the working youth, providing individual consultations on general education subjects attached to the department of technological studies of the enterprise, in institutions and organizations; they secure permanent assistance to students by engineers and technicians, and by trade union activists.

The trade union committees on behalf of the workers and employees conclude every year collective agreements with the management, which contain, besides sections regarding mutual commitments of the management and workers to raising labour productivity, improving the quality of products, applying new equipment, payment and labour protection, a special chapter "Personal Development and Education". This chapter clearly defines the management's obligations to create conditions for raising the general educational level and qualification of workers employed at the enterprise.

1.3 Material Aid for Ensuring the Process of Studies

The trade union organizations participate in developing the network of evening (shift) general secondary schools and their extensions directly at the enterprises, in workers' hostels they concern themselves with the forms and schedules of studies ensuring the maximum involvement of the working youth in general education.

The trade unions contribute to the strengthening of the study and material base of the evening (shift) schools, providing modern equipment, textbooks, teaching aids, reference literature which are bought by the enterprises to be used by the students.

The trade unions provide housing for the teaching staff.

1.4 The Exercise of Control over the Creation of Favourable Conditions for Employed Students

The trade unions permanently supervise the observance by the management of laws which enact certain rights for employed students.

Benefits aimed at ensuring the access of young workers to education were fixed by the special decree adopted by the Council of Ministers of November 5, 1959. It says: "To establish for persons successfully studying without discontinuing their work in the 9-11th grades of the schools for the working youth - general secondary evening or distance schools, over the period of the school year a working week reduced by one working day or by a corresponding number of working hours (with a reduced working day during the week), and for those who study in the 9-11th grades of the schools for the rural youth, general secondary evening (shift, seasonal) and distance schools - a working week reduced by two working days or by a corresponding number of working hours (with a reduced working day during the week).

In conformity with this provision these people shall be paid during their absence from work 50% of their average wages at the permanent place of employment, but not less than the established minimum amount of wages.

In the course of the school year, students of the 9-11th grades of the above-mentioned schools are released from work as stipulated by the present provision, but not more than for 36 work days or a corresponding number of working hours.

To allow the managers of enterprises, construction sites, institutions and organizations to grant, without detriment to production, to students of the 9-11th grades of the schools for the working and rural youth ... if they wish so, another 1-2 days a week off without pay.

To establish that the schedules of granting reduced work days or reduced work weeks for workers successfully studying in the 5-11th grades of the schools for working and rural youth be approved by the managers of enterprises, construction sites, institutions and organizations in agreement with the factory trade union committee and directors of the relevant schools.

To instruct the managers of enterprises, ...to create for persons successfully studying without discontinuing work at the schools for the working and rural youth... the necessary conditions for combining work and studies, and to take account of their successful studies in job promotion".

Other benefits of great importance for the successful completion of studies include granting scheduled leaves during summer months, preference in assigning young workers successfully studying at schools for working and rural youth to more qualified jobs. Under Soviet legislation it is forbidden to use the students on overtime jobs or to send them on business trips on school days. The management must organize the shift work of those who study in such a way as to allow them to attend the school.

The solution of the tasks of adult education is seen by the unions in the optimal combination of moral and material stimuli. One of the forms of increasing the interest of the working people in continuing education was the establishment in the 20 key branches of the national economy of the compulsory minimum of general education for workers, i e the niveau which is necessary for being placed in top qualification categories and for promotion.

The decrees of the State Committee of the USSR on Labour, the AUCCTU, the State Committee of the USSR on Vocational Education and the Ministry of Higher and Specialized Secondary Education of the USSR have approved a list of vocations

in which workers of higher categories should have specialized secondary education. This list includes 382 vocations.

With a view to securing supervision over the conditions which are being created by the management for workers combining work and studies, the AUCCTU, together wit the Komsomol and the Ministry of Education of the USSR every year organize a nation-wide campaign "Secondary Education to Every Young Toiler". The All-Union campaign is designed to attract public interest in improving the general educational standard of workers.

Nowadays nearly 10 million young people working in the national economy have no secondary education and do not pursue any studies. Especially young people employed in the mining industry, railway transport and in agriculture lag behind in terms of the general educational level. In agricultue 2.5 million of them (out of 9.5 million) have no secondary education, only one fourth of them study (L A ZAMLYANNIKOVA, In: *The Trade Unions in a Developed Socialist Society*. Moscow, PROFIZDAT Publishers 1981, p 394. In Russian).

The campaign is aimed at mobilizing the efforts of the trade union, youth organizations, the educational bodies for implementing universal secondary education among youth employed in the national economy.

Republican, regional, district, municipal and local, as well as branch co-ordinating committees are set up for regular control over the campaign.

Shortcomings are revealed during the campaign in the organization of secondary education of the working youth, steps are taken to eliminate them, positive experience of the trade union organizations in that field is popularized.

Teams that have obtained the best results in universal secondary education of the working youth are awarded honorary

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diplomas and receive teaching equipment. Trade Unions and the Komsomol activists, education workers and teachers who have distinguished themselves during the campaign are awarded honorary diplomas of the AUCCTU, the CC of the Komsomol, the Ministry of Education, badges "For Active Work in Trade Unions", "For Active Work in Komsomol", "Outstanding Worker of Education in the USSR".

Labour teams can take avail of vast possibilities for stimulating the elaboration of staff duties with due account being taken of the general educational level and special training of workers and of the necessity of accord between the structure of jobs and the structural level of workers who have the necessary education and their assignment to skilled jobs. This should also include a system of moral and material stimulation of students, measures aimed at creating good living conditions for students who live in workers hostels, as well as organizational improvement of the ties between school and work.

The present-day school of the working youth is an institution which not only provides knowledge, but also helps young people satisfy their cultural needs. The evening school often comes out with initiatives of holding all kinds of cultural and educational forums, it is the organizer of different unofficial teams and special interest clubs, it offers interesting ways of spending leisure for the working people. This expands its educational functions, arouses interest among the young people and contributes to a better understanding of the curriculum.

The measures envisaged by the comprehensive territorial plans of social development assist the family, the day school, the labour team, the evening school, the young people themselves in the solution of questions connected with the "universal secondary education of workers". These plans help to

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bring about co-ordination and the pooling of efforts of all organizations and institutions dealing with the questions of secondary education, co-operation in the distribution of material means, ensuring the teaching staff for the system of education at evening classes, correct distribution of the netweork of educational establishments, the creation of a through system of stimulation, including the day and evening schools, labour teams, Soviet and social organizations, the mass communications media.

2. THE TRADE UNIONS AND HIGHER AND SPECIALIZED SECONDARY EDUCATION FOR THE WORKING YOUTH

The higher school, the specialized secondary education establishment in the USSR, plays an important role in the system of lifelong education. Over 10 million students qualify for a vocation and acquire modern knowledge at the 891 higher and 4,393 specialized secondary education institutions.

The main task determining further development of higher education is concentration of the efforts of the staff of the institutions of higher learning and their trade union organizations of improving the educational and training process, raising the quality of professional education, creating the optimal conditions for training in practical skills in a normal work situation, as well as for a rational use of free time for self-education and rest.

This is largely facilitated by the tendancy of consolidating the ties of the educational institutions with enterprises, scientific institutions, the health care system etc.

The principal directions of the work of the trade union organizations (both of students and the teaching staff) were defined by a special decree adopted of the AUCCTU Presidium in 1979.

2.1 Participation in the Planning and Organization of the Study Process

The trade union organizations together with the executives of industrial and agricultural enterprises perform special work in selecting and sending working class and rural youth to study at higher and specialized secondary education establishments, participating in the admission of young men and women to higher education institutions.

The trade unions at the higher education establishments nominate their representatives to sit on the entry examinations commissions, they supervise the observance of the existing admission rules, at their sessions they listen to the reports of the commissions on their work. They offer assistance to the top organs of the establishments in the propaganda of those professions that can be mastered there, organizing "Days of Open Door", talks with students of general education schools and the working youth, address over the radio and television, special issues of large-circulation newspapers, publication of posters and their dissemination among the school and working youth.

Special significance is attached to the preparatory courses (direct or distant) directly at the institutions of higher learning, as well as in rural areas and at industrial enterprises and construction sites.

In many higher education establishments of Moscow, Leningrad, Kiev and other cities the trade union committees together with the state admission commissions set up public admission commissions. These commissions organize public consultations centres for rendering assistance to those who are preparing for the entry examinations, creating conditions for studies at the hostels.

Preparatory courses are run by the higher education institutes to involve a great number of people from among working class and rural youth in studies at these institutes. Students of the preparatory courses who successfuly pass the exams, are automatically admitted to the institutions of higher learning. The trade union committees at the higher education institutions actively participate in staffing and running the preparatory courses, in the organization of their extensions (study groups) directly at major enterprises. Together with social organizations, state and co-operative farms they select from among the employed young men and women candidates for study at the preparatory courses, including those who receive grants from the enterprises. (These grants are 15% higher than the state grants). For example, the trade union committee of the Kazan Chemical and Technological Institute has established ties with 300 enterprises of the chemical, oil processing, gas and other branches of industry in the country. They jointly prepare young workers to enter the institutes or send them to the preparatory courses. As a result of this, over 73% of day-time students are former workers and co-operative farmers.

The central, republican, regional and district trade union committees and trade union councils also conduct special work aimed at inviting young people for studies in institutes located in the regions of Siberia, the North and the Far East, including the payment of grants by enterprises, state and co-operative farms.

The trade unions of the higher education establishments exercise control over the improvement of the study process by prompt introduction of progressive methods and modern means of education, over the observance of the hours of duties, the timetables of studies and exams.

The trade union committees develop and apply a system of moral and material stimuli for the work of the teaching staff with a view to promoting their activity in improving the process of studies.

The central, republican, regional and district trade union committee, the councils of trade unions concentrate on strengthening the ties of the enterprises and industrial associations with the higher education establishments preparing specialists for the branches of the national economy.

They put into practice moral and material incentives, additional benefits for students who master the professions of the greatest importance for the country's national economy. The higher education institutions receive grants from trade unions which are higher than those provided by the state.

2.2 Participation of the Trade Unions in the Organization of the on-the-job Training

The trade union committees of the higher education institutions, enterprises and organizations supervise the preparation and implementation of the on-the-job training of students. Through branch trade unions and commissions assisting the on-the-job training at the enterprises they work toward creating the necessary conditions for students to get practical experience for their active involvement in the scientific research and innovative work, profound familiarization with the latest achivements in science and technology, advanced work methods and skills, as well as with the production and social activities of the labour teams. The enterprises, organizations and institutions provide laboratories, instruments and materials for the on-the-job training. The trade union committees supervise the correct use of the

specializations acquired by those who undergo the training practice, competent control of the training, proper instruction on labour safety.

Questions of preparing and carrying out this training are discussed at joint sessions of the trade union committees of the educational institutions and the enterprises.

2.3 Participation of the Trade Union Committees in the Organization of the Research Work of Students

The decree of the AUCCTU Presidium of June 7, 1974 "On the Specificities of Applying the Provision on the Rights of the Factory and Plant Trade Union Committees in Regard to Students, Trade Union Committees at Higher Education Institutions" says that the trade union committees of these establishments must contribute in every way to encouraging students to research work and technological creativity, to the improvement of the activity of students' scientific societies, inviting students to scientific circles, students' designing bureaux and other groupings of students, to help them in writing their theses, taking part in organizing scientific contests of students, student scientific conferences, meetings with innovators, inventors and advanced workers.

The All-Union Council of Scientific-Technological Societies and the Central Council of the All-Union Association of Inventors and Innovators, with the Ministry of Higher and Specialized Secondary Education, set up the primary organizations of these societies at the higher education institutions, concentrating their efforts on drafting, together with the students scientific societies, scientific-technological and socio-economic programmes, on improving scientific-technological information, propaganda of advanced Soviet and foreign industrial experience among students.

In order to stimulate further expansion of the research work of students, at the initiative of the CC of the Educational Workers' Union, the higher school, and scientific establishments, the Ministry of Higher and Specialized Secondary Education of the USSR, the CC of the Komsomol award special prizes to students who have distinguished themselves in research work.

2.4 Participation of the Trade Union Committees in the Personal Development and Organization of Students' Leisure

The trade unions of the higher education establishments actively participate in the labour, moral and aesthetic education of students, in the development of physical culture and sports, in the organization of the everyday life and leisure of students. Success in this work is facilitated by the holding of "review-contests" among study groups. According to the rules of these contests, their purpose is to "mobilize the study groups to ensure that every student fulfils in time and correctly his study duties, to develop a creative attitude among young men and women toward mastering knowledge, the desire of constant self-education, to involve all students in research work, social and political activity".

The trade union committee take care of adequate housing for students and teaching staff.

Together with economic organs they set up shops, service centres, sales of various goods at reduced prices, on campuses and at student hostels.

The republican, regional and district councils of trade unions provide full- or part-time leaders for special interest groups, of musicians, amateur artists, at higher and secondary specialized education institutions which do not have clubs of

their own.

They elaborate proposals on developing the network of policlinics and their extensions, health centres, sanatoria and prophylaxis centres at the higher education institutions, they exercise permanent control over the distribution of vouchers for spa treatment and recreation among undergraduates and postgraduate students and teaching staff, they supervise the functioning of the sanatoria, prophylaxis centres, health-building and sports camps and recreation facilities.

2.5 Supervision over the Creation of Favourable Conditions for Employed Students of Higher and Specialized Secondary Education Establishments

A total of 2.9 million people studied at the evening and distance courses of the higher and specialized secondary education institutions in 1981/1982. A number of benefits were granted to those who pursued their studies at the higher and specialized secondary establishments without discontinuing their employment.

The decree of the Council of Ministers of the USSR of 1959 provides for additional paid educational leaves (with full wages) for the successful students at evening and distance courses at the higher and specialized secondary education institutions as follows:

for the period of laboratory work, passing the tests and exams for students of first and second grades at the evening courses of the higher education establishments - 20 calendar days, at the evening and distance courses at the higher and specialized secondary institutions - 30 calendar days every year;

for the period of laboratory work, passing the tests and

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exams for students of the third and subsequent courses at the evening higher education establishments - 30 calendar days, at the evening specialized secondary institutions - 20 calendar days, in distance courses at the higher and specialized secondary institutions - 40 calendar days every year;

for the period of taking state examinations of higher and specialized secondary education - 30 calendar days;

for the period of writing and proposing theses, for students of the higher education institutions - 4 months, and for students of the specialized secondary education institutions - 2 months.

The students of the above mentioned higher education establishments have the right to use laboratories, reading-halls, libraries and other auxiliary premises, as well as sporting facilities and equipment, etc, free of charge.

In accordance with the existing laws they receive grants, benefits, accomodation in hostels, boarding facilities, medical aid, consultations, books at the educational institutions, they also have the right to free or cheaper transport and other types of material assistance. Persons who have graduated from specialized secondary and higher education institutions are given jobs in accordance with the acquired professions and qualifications.

The students have the right to participate through their social organizations in the discussion of issues aimed at improving the study process, questions of successful studies, rest and other questions connected with the studies and everyday life of students.

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3. THE TRADE UNIONS AND INSTITUTES OF THE SYSTEM OF VOCATIONAL EDUCATION OF SKILLED WORKERS

The educational institutions of the so-called system of vocational and technological education are assuming an ever greater significance in the vocational and general education of workers. Back in the 60s, only one third of young men and women learnt their trades within this system, while now they train two thirds of the young workers who come to work in production. In 1977-1981, the apprentice schools trained almost 9 million young skilled workers.

The 11th Five-Year Plan (1981-1985) anticipated that about 13 million workers would be trained there, to increase the number of skilled workers with complete secondary education 1.6 times.

The trade unions strive for this system of education to provide for the training of workers for all branches of the national economy possessing that sum total of knowledge and skills which is necessary for practical work in modern industry and agriculture.

The government gives the trade unions special powers in training skilled workers. They participate in the development and improvement of the entire system of vocational education and training. The list of trades in which workers are to be trained at these schools or directly in workshop is drawn with direct participation of the AUCCTU, as are the study schedules, the rules of recognizing a particular specialization for young people having mastered different vocations, provisions about the foremen-tutors of on-the-job training and other basic documents. (The decree of the CPSU CC and the Council of Ministers of the USSR "On the Further Improvement of the Process of Training and Educating the Students in the

System of Vocational and Technological Education" of August 30, 1977.)

The Soviet trade unions allocate grants to students of educational establishments in the system of vocational education of skilled workers.

The AUCCTU, the branch unions, central committees and territorial councils together with the ministries and departments work toward a higher responsibility of economic managers for the organization of the training of young workers at educational establishments and enterprises.

On February 1, 1982 the AUCCTU Presidium adopted a decision "On the Measures to Step up the Trade Union Participation in Raising the Level of Training of Workers in the System of Vocational and Technological Education". This document calls on the trade union organizations to participate more actively in the training and education of the students of the apprentice schools, in strengthening their material base, creating better conditions for studies, work, life and rest. Special attention is devoted to rendering assistance to the educational establishments in fulfilling their plans of students' admission and successful completion of studies.

3.1 Material and Technical Means of the Process of Studies

The trade union committees together with the economic management of major enterprises take care of the further development of the material base of the apprentice schools, equipping the school workshops with modern machinery, instruments and materials. They show concern for a better organization of the on-the-job training of students, creating the necessary living conditions for the students and teaching staff.

The trade union central committees and councils supervise the progress of construction of the apprentice schools and, together with economic bodies and organs of vocational education they see to it that new schools, together with a complex of social and cultural facilities, are put to use within the planned deadlines.

The trade unions supervise the observance of labour safety rules and existence of sanitary and hygienic conditions at the educational institutions at places of the on-the-job training of students. At the beginning of every school year, an inspection of the observance of labour safety rules is carried out.

3.2 Organization and Planning of Studies

The trade union organizations take part in the improvement of training and education at schools. They strive for a better use of advanced pedagogical experience, applying new methods and means of training, encouraging keen interest and independent work of students, creating conditions for the development of their creative abilities.

Special attention is devoted to the recruitment of highly qualified teaching staff, i e teachers and instructors.

The involvement of experienced workers and outstanding specialists in the work of the apprentice schools is of great importance for improving the training of young skilled workers. The name of B A ZHURAVLEV, Hero of Socialist Labour, is well-known in the USSR. As a team leader of construction workers at the Leningrad plant manufacturing prefabricated parts "Barrikada", he came to work as foreman-tutor of practical training at apprentice school No 90. His example was followed by thousands of highly skilled workers in Moscow, Leningrad, the Ukraine, Byelorussia, Moldavia and other regions and

republics of the country.

The trade unions widely employ the practice of patronage by labour teams over study groups at apprentice schools. They conclude agreements on joint productive work and educational activities.

For example, according to the agreement signed between the study group of the apprentice school No 90 and a team of construction workers of the "Barrikada" plant, the members of the team have taken up the following commitments:

to take part in equipping the school workshops;

to ensure practical assistance to students preparing their written works for the school-leaving exams from the foremost workers of the team;

in the period of on-the-job training, to initiate students in advanced methods, correct organization of the workplace, to familiarize them with innovation proposals;

to participate regularly in preparing and holding topical meetings, evenings of questions and answers, organization of instructive visits of production plants;

to listen to the reports of students about their studies and work at the meetings of the team.

The study group has taken up the following commitments:

with the help of patrons and team members to master advanced methods of work, labour safety rules, innovation proposals;

to work for the fulfilment of the targets of top-standard production;

to prepare their written works for the school-leaving exams on the basis of concrete experience of the foremost workers and innovators of the patronizing team, to get "excellent" and "good" marks for these works;

to engage in concrete social and political work of the team during the time of on-the-job training.

The trade unions see to it that vocational training be combined with general education.

Our country has a network of 4.5 thousand secondary vocational and technological schools, with 2.2 million students. These apprentice schools of new type have given the necessary conditions for mastering modern trades together with getting complete secondary education, all-round training for an independent working career.

However, in the system of vocational education of skilled workers there are many apprentice schools with 1-2 years of training preparing skilled workers of the most common, so-called mass vocations. The trade union organizations take care about creating conditions for these students to continue their general education at evening secondary general schools. They adopt measures to expand the possibilities of getting complete secondary education, improving the forms and methods of education and training, rational organization of the schedule of studies.

The raising of the general educational level of students in these establishments usually has two forms: 1. studies directly at the apprentice schools according to a combined plan envisaging vocational training and general education; 2. parallel studies at the apprentice schools and at evening or distance courses of secondary school of general education.

The problem of organizing the general education of students at the apprentice schools is new both for these schools and for the evening secondary general schools, and therefore it requires special theoretical and methodological development taking account of the socio-psychological pecularities of adolescents. According to research data, the 15-17-year-olds constitute the largest age group of the students at the apprentice schools which combine vocational training with study at the evening secondary general school. They get tired

quite quickly and miss their lessons especially toward the week-end.

The trade unions assist the apprentice schools, the evening general education schools in implementing the principles of a differentiated approach in organizing classes, determining the optimal schedules of studies, envisaging the organic interconnection between general education and vocational training, providing for the training of skilled workers and getting a proper education without unnecessary overloads.

Involving students in scientific-technological creative activities is one of the means of training highly skilled workers in the system of vocational training.

The councils and committees of trade unions, the central council of the All-Union Society of Inventors and Innovators (AUSII), the All-Union Council of the Scientific-Technological Society promote large-scale technological creativity among students, they conduct propaganda of scientific-technological knowledge, strengthening ties between the primary organizations of the AUSII, enterprises and vocational schools. Here the students are oriented on resolving specific production tasks.

The trade union committees show concern about the apprentice school leavers. They send them to outstanding labour teams, involve them in socialist emulation, social life of the teams. The young men and women are assisted in mastering progressive forms and methods of labour, raising their cultural and vocational level.

3.3 Participation in Education and Organization of Students' Leisure

The trade unions committees constantly assist apprentice and other vocational schools in the ideological, political, labour, moral and aesthetic education of students. For these

purposes they make a broad use of the museums of the revolutionary traditions and history of enterprises. Special concern of the unions is the improvement of the organization of students' leisure, especially on days off and holidays, during vacations. The schools promote artistic creativity, set up amateur groups, attached to amateur ensembles or Houses and Palaces of Culture. Particular educational establishments are attached to the cultural and educational institutions of the trade unions. Regularly, without paying rent, the apprentice schools can lease premises for holding cultural events and rehearsals of the amateur groups of students. Very often sections are set up at the clubs of major enterprises to work with adolescents and students of the apprentice schools. The trade unions pay for the permanent services of the leaders of hobby and amateur circles and musicians who work with amateur ensembles. The trade union committees also assist hostel councils in conducting cultural activities.

In the USSR, wide use is made of the experience from the joint work of the trade union committees, cultural and educational institutions, arts unions, the Komsomol committees, and the organs of vocational education and training of the Leningrad region in organizing regular meetings of writers, cultural personalities and professional artistic groups with students of the apprentice schools, collective shows, discussions of films and theatre plays, inviting theatre and film actors, professors and students of arts colleges to assist amateur groups and studios active at the apprentice schools.

The trade union organizations, the councils of voluntary sports associations of the unions participate in promoting physical culture and sports among students. Sports teams of the schools are guided by the trainers of the voluntary sports associations of the unions, sports clubs of enterprises organize training sessions with students in different sports events.

To build up the health of the students, the trade unions distribute vouchers for stays in sanatoria and spa treatment, they provide recreation at camps of the Young Pioneer Organization.

The best teams of the apprentice schools are awarded prizes every year by the AUCCTU for outstanding results in the educational and training work. In 1977-1981 such prizes were awarded to 87 teams.

3.4 Supervision over the Creation of Favourable Conditions for Studies

Workers can learn a trade at the evening (shift) apprentice schools while remaining in regular employment.

The trade union organizations supervise the creation of the necessary conditions for the young employed students of the evening (shift) apprentice schools, the correct granting of various benefits (the students must not work overtime, must not be sent on business trips, their assignment to shift work must correspond with teaching hours); they get additional leaves of 30 days for taking exams with the payment of 50% of their average wage.

4. PARTICIPATION OF THE TRADE UNIONS IN TRAINING AND RAISING THE QUALIFICATIONS OF WORKERS AT THE ENTERPRISE

The tasks of steadily raising the efficiency and quality of work, increasing the influence of the scientific-technological progress on the rate of development of modern production call for continuous growth in the level of general education and vocational qualifications of workers. In this con-

text an ever greater importance is attached to providing high-standard training, re-training and raising the skills of workers directly at the enterprise.

The system of training at the enterprise plays an important role in the solution of the tasks of a plan-based supply to the national economy of skilled workers, raising the qualifications of workers in conformity with their interests and production needs.

In this system nearly 6 million workers master new trades, over 20 million workers raise their skills and the level of their economic knowledge every year.

The enterprises and organizations carry out the following work:

training of new workers to give them the initial level of qualification in the relevant trade;

re-training of workers transferred to other jobs, enterprises and organizations;

consistent improvement of the qualification of workers.

The training aimed at raising qualifications can be of two types: one resulting in the award of a certificate, and the other without awarding a certificate. The certification type of raising qualifications envisages the taking of qualification exams.

The on-the-job training of new workers is carried out in the following manners:

individual training,

group training,

course training.

The study plans and curricula envisage theoretical study and practical training.

In the conditions of course and group training, theoreti-

cal preparation of workers is pursued in a study group composed of 10 to 30 people (at training course centres and permanent courses organized by the ministries and departments). The course training is carried out in case of the most complicated trades.

Training at courses is carried out in two stages: during the first stage - in a study group under the supervision of the foreman-tutor at a training facility of the enterprise specially created for this purpose, or a training centre; during the second stage - at the work-place within the enterprise in a study group or under the supervision of the foreman, or individually under the guidance of a skilled worker-instructor who has not been released from his primary duties. Theoretical education of workers can also be effected at the evening (shift) apprentice schools under relevant agreements, paid for by the enterprises from funds specifically assigned to the training of personnel, or at the training course centres.

In the event of individual training, a young worker attends a theoretical course independently, getting consultation from leading engineers, technicians and specialists, his practical training takes place individually under the supervision of a qualified worker-instructor who is not released from his primary duties.

In case of the individual and group training, the trainee is assigned to a certain work-place at the enterprise equipped with the necessary instruments and materials from the very beginning of the on-the-job training. There the beginner gets qualification for the 1-2 pay category. The training in the individual form is implemented in conformity with the programme, as a rule, with the use of new equipment. The advantages of the individual training consist in the fact that it makes it possible to depend on the students' level of knowledge and labour

skills in determining the time and the length of training within the working hours.

The time of training cannot exceed six months and in the most complicated trades for adolescents under 18 - not more than one year.

The individual training directly at the enterprise mostly gives the young worker a narrow specialization. The team organization of labour helps to overcome this drawback in training young workers. The whole team is interested in all workers, including beginners mastering allied specializations.

The re-training and the mastering of second trade is a process of training workers who have already acquired a trade and intend to acquire a new one.

Re-training is organized for those workers who have been released from their jobs at their enterprises due to the technological progress, higher labour productivity and other changes, and also simply those who want to change their job.

The training of workers in second trade is organized for the expansion of their vocational outlook, a more creative application of their skills and abilities in a team or other collective form of labour organization, as well as in the allied trades.

Re-training is carried out in the following forms:

theoretical studies (according to agreements) at the courses, organized at the day-time and evening apprentice schools;

practical training, consultations, lectures at the schools of advanced methods.

Raising the qualifications of workers is a process of vocational training

aimed at consistent improvement of knowledge, skills and abilities acquired in a certain trade. The following forms are organized:

broader technological courses,
special-purpose courses,
schools for studying advanced forms and methods of work,
courses for foremen.

The technological courses are set up for raising the qualifications, deepening and expanding knowledge, skills and abilities of workers in their trades up to a level corresponding with the requirements of production. The special-purpose courses are necessary for familiarization with new equipment, products, technological processes, means of mechanization and automation, safety rules, etc. The schools of advanced forms and methods of labour are designed to teach their students innovated forms and methods of work, which bring about considerable improvements in technological and economic terms. The courses for foremen make it possible to form reserves of team-leaders, improving their knowledge in the field of scientific labour organization, administration, management of labour teams, etc.

The actual length of studies for workers in the above-mentioned facilities of improving qualifications is determined by the relevant plans and programmes within the limits established for training at the enterprises.

The periodicity of studies at the courses of higher qualifications is not less than once in five years.

The participation of the trade unions in the system of raising the qualifications of workers is not exhausted by the forms of study resulting in a certificate. Besides these forms, the trade unions make a wide use of raising qualifications through the non-certification type:

a system of economic education,

communist labour schools,

forms of education within the framework of personal tutorship,

forms of education within the framework of the movement of innovators and inventors, the activity of scientific-technological societies,

people's universities, etc.

Each of these forms of organizing education at the enterprise provides not only vocational, but also general, social, political, economic, scientific-technological, ethical and other types of education. The programmes and goals of each of these forms of education are much wider than the raising of the qualifications of workers, and therefore they will be regarded as individual directions of trade union participation in carrying out the lifelong education of workers.

The central committees, the republican, regional and district councils and committees of trade unions, the trade union committees of enterprises have accumulated vast experience of work in training workers, competent teaching staff including foremen-tutors and instructors.

They devise and implement measures on a broad participation of the trade union organizations in the development of a system of vocational training of workers at the enterprise, especially of young people and women, improving the quality of the training and education of workers, creating in each team good conditions for constant improvement of their skills, mastering of allied trades in conformity with the requirements of the scientific-technological progress, the tasks of an all-round increase of the efficiency of production and quality of work.

The diverse forms of trade union participation in the system of training, re-training and raising the qualifications

of workers include:

4.1 Drafting and Adoption of Normative Acts

The All-Union Central Council of Trade Unions, together with the State Committee of the Council of Ministers of the USSR on Labour and Social Questions drafts and adopts relevant provisions on training and raising the vocational qualifications of workers at the enterprise, endorse the lists of trades in which the training of workers is carried out directly on the spot, as well as the time of training in each trade.

4.2 Material and Technical Means of the Training Process

The trade unions concern themselves with providing special classrooms for the organization of studies at big factory workshops and departments, work-places for practical training ensuring the necessary equipment, instruments and materials, reference books, textbooks, and methodological literature. They create new courses and training facilities, training centres, classrooms, workshops, providing the necessary teaching aids and modern equipment.

The trade unions supervise the elaboration of uniform requirements in regard to the content and forms of work in raising the qualifications of workers and specialists dealing with the questions of vocational training at the enterprise, taking care of improving the qualifications of teachers and instructors of training and shop organizers.

4.3 Organization and Planning of Workers' Training

The trade union central committee and republican councils participate in the elaboration and implementation by the ministries and departments of the USSR, the Councils of Ministers

of the constituent republics, of the annual and five-year plans of training (re-training) and raising the qualifications of workers, measures aimed at expanding the manufacture of teaching aids and modern equipment for the system of vocational training of workers at enterprises.

The relevant measures are included in collective agreements and social development plans. Labour teams are regularly informed of the progress of fulfilment of these measures.

The Soviet trade unions pay special attention to the vocational training and raising of qualifications of female workers, the mastering of second trade by them. Following the initiative of the AUCCTU, a special chapter was added to the collective agreements. The trade unions supervise that female workers who have children under 8 years of age take day-time refresher courses while getting their average monthly wages.

The trade union committees of the enterprises systematically analyze the state of training and raising the qualifications of workers, discussing these issues at their sessions, regular work meetings and methodological councils.

The central committees of the branch trade unions together with the ministries and departments, devise purposeful comprehensive programmes of training, re-training and raising the qualifications of workers in connection with re-equipment, introduction of the manufacture of new products in particular industries.

The trade union committees involve in the system of training, re-training and qualification raising beginners or workers with a length of service who need or wish to raise their vocational skills, to master allied trades; they create a system of promotion of workers from lower to higher vocational categories.

4.4 Methodological Work

The branch union committees together with the ministries, departments, the management of the enterprises and organizations develop programmes of studies, raising the vocational skills of workers in production on the basis of model programmes developed by the State Committee of the Council of Ministers of the USSR on Vocational and Technological Training. They adopt measures toward further developing and raising the efficiency of the work of the communist labour schools, schools of economic knowledge, universities of technological progress and other informal provisions for raising the cultural and technical level of workers; they submit proposals on a fuller use of the educational institutions of the system of vocational and technological training for the theoretical studies of workers.

With a view to ensuring the co-ordination of the methodological work of the ministries and departments, an interdepartmental council was set up on vocational training, preparing and raising the qualifications of workers, which includes AUCCTU representatives.

Methodological councils on vocational training of workers were set up for carrying out methodological activities.

The councils and committees of the unions see to it that the experience of training workers be given adequate publicity in the branch press, over the radio and television.

The trade unions assist the economic managers in selecting teachers, foremen-tutors and instructors of vocational training, tutors of young people from among highly skilled workers, in helping them raise their qualifications, in studying and applying progressive methods of training workers, advanced pedagogical experience.

Together with economic managers, the trade union committees raise the efficiency of moral and material incentives for teachers, foremen-tutors and instructors of vocational training and other workers and specialists engaged in vocational training and education of workers at the enterprise, the tutors of young workers.

4.5 Control over the Creation of Favourable Conditions for Studies

The trade union committees supervise the correct distribution of the benefits granted under the law to workers who undergo vocational training and re-training, the exercise control over the observance of the existing provisions and regulations on re-training and raising the qualifications of workers.

Protecting the interests of workers, the trade unions see to it that the trainees be not transferred to other jobs which have nothing to do with the chosen trade, that they be not sent on long business trips, that shift schedules be set so as to allow time for studies, as a rule at the time of the morning shifts, that rules be not violated in regard to the payment of trainees. The amount of this remuneration is different depending on the method of training (individual or team), the form of payment for work (time or piecemeal), the difficulty of mastering the particular trade, the length of training. The rules of payment to the apprentices in any case guarantee them a certain minimum wage.

The remuneration for skilled workers who have acquired a new trade in full-time courses is fixed by departmental standards (in certain cases, the average wages are paid out, in other instances a certain part of the average wages and a fixed grant are paid out).

The trade union organizations see to it that the deadlines for raising the qualifications be not exceeded, that workers raise their skills not less than once in five years.

Contests for the title of the best man in a trade are conducted to stimulate higher qualifications.

The trade union committees participate in the organization and holding of qualification exams for trainees.

To evaluate the results of work aimed at raising the vocational skills of workers, an examination commission is set up, which includes a trade union representative. The certification commission also includes the chairman of the trade union organization.

The AUCCTU, the State Committee of the USSR on Vocational and Technological Training and the State Committee on Labour and Social Affairs systematically hold all-union reviews of workers vocational training. The reviews take into account the state of the training, analyze the quality of education, the state of the training equipments.

The reviewing commissions study and sum up the experience of workers, submit their proposals on improving education, the shortcomings that are discovered are discussed by the councils and committees of the unions, ways are outlined of eliminating them. The organizations where this work is done well receive due appreciation.

In 1981-1982 the AUCCTU, the State Committee on Vocational and Technological Training of the Council of Ministers of the USSR, the State Committee on Labour and Social Affairs of the Council of Ministers held an all-union review of the vocational training at the enterprise.

In the course of the review, many enterprises and organizations expanded their training facilities and modernized the material base of training. In 1981, 140 training centres

were commissioned, as well as 192 training points, over 1,000 classes and workshops.

The AUCCTU, together with the State Committee on Labour and Social Affairs of the Council of Ministers of the USSR, the State Committee on Vocational and Technological Training of the Council of Ministers have elaborated and approved a number of normative documents contributing to the improvement of the organization and practice of training and raising the qualifications of workers, including the Model Provision on the Vocational Training of Workers at the Enterprise, the Provision on the Order of Certification and Granting Qualification to Persons Mastering Workman Trades in Various Forms of Training, the Provision on the Foremen of Production Training and other documents.

5. TUTORSHIP AS A FORM OF THE TRAINING AND EDUCATION OF YOUNG WORKERS

Tutorship is a form of supervision by experienced workers over young workers. It performs an important role in the political, labour and moral education of the young generation of the working class. A pecularity of the tutorship in the present conditions is higher moral responsibility of the tutor for the vocational and intellectual growth of the young worker.

Five million young men and women are supervised by 3 million tutors at the enterprises, institutions and organization in the country.

The trade union organizations take care that the tutors enjoy authority, have high vocational qualification, a wealth of experience in life and in work. The organizational forms of training and education in the system of tutorship can be

collective (team) and individual.

The tutors foster among young people a desire for knowledge, they help them in mastering their jobs, vocational skills, advanced experience, they initiate them in technical creativity, innovations and inventions. In close contact with the family, they teach the young men and women to plan their free time correctly, helping to mould and form their intellectual needs, expand their outlook.

The Council of Tutors is an organ working on voluntary principles and co-ordinating the activity of tutors, rendering them practical and methodological assistance, summing up and propagating their advanced experience. The trade union and youth organizations hold permanent courses for youth tutors at special schools, at departments of the people's universities, and courses at the enterprises, organizations and institutions.

The training of tutors follows programmes approved by the AUCCTU and the CC of Komsomol. The tutors of adolescents have at their disposal over 30,000 schools, 746 people's universities and 908 faculties. Special facilities for the tutors exist at the workshop "red corners", at clubs, at the houses and palaces of culture, at the libraries.

Concern for the young workers is in the focus of attention of the trade union organizations.

The questions of work, life, studies, education of young men and women find reflection in the collective agreements, plans of economic development of enterprises, they are regularly considered at the sittings of the presidiums of the councils and committees of the unions, at trade union meetings of labour teams. Many central committees of the unions, for instance, of the Union of Workers in the Automobile, Tractor and Agricultural Machines Industry, the Union of Workers of Heavy Machinebuilding, the Textile and Light Industry Workers'

Union together with the ministries and the CC of Komsomol have devised and carry out long-term scientifically founded comprehensive programmes of work with young people at enterprises and organizations.

Everywhere steps are taken to use more effectively the training centres, sections, workshops in the vocational training of young people.

Schools of young innovators are set up to develop the creative initiative of young men and women. At many enterprises of Moscow, Kiev, the Moscow, Yaroslav and Sverdlovsk Regions, the Latvian SSR, young people take an active part in contests for the title of the best man in a trade, in expositions of the scientific-technological creativity of young people.

Every fourth young worker participates in technical creativity, every third is a member of an amateur arts group, most of them are engaged in physical culture, sports, tourism, over 60% of them are activists in trade union or other organization.

The trade union organizations exercise control over the observance of laws on the labour of adolescents under 18, provision of dietetic food, sanatoria treatment, places at hostels for them, creation for young people of the necessary conditions for highly productive work, life and rest.

III. PARTICIPATION OF SOVIET TRADE UNIONS IN THE IMPLEMENTATION OF INFORMAL LIFELONG EDUCATION OF ADULTS

The informal education is an important part in the system of lifelong education of workers. Supplementin the initial education of people, it makes the continuous process of education highly effective. Informal adult education spreads over the years which comprise the greater and most important part of human life. It is precisely in these years that man begins to play an active role in the life of the society, he is becoming aware of the need for knowledge which helps him to realize more fully his role at work, in the family, his social activity. The informal organized adult education is also an important condition of self-education. In the present conditions, when the amount of knowledge that is required by man is suddenly and rapidly growing, it is important to be able to replenish one's knowledge independently, orienting oneself in the fast flow of scientific and political information.

Developing the informal education of workers, the Soviet trade unions pursue at least three definite aims:

a) creation of conditions for a broad social orientation of man, developing it up to such a level when he can freely orient himself in the surrounding milieu and become an active member of the society;

b) development of abilities inherent in man which allow him to make his own contribution to the development of the society on the whole, as well as develop himself as a personality;

c) granting man's possibility of constantly pursuing his

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self-education and self-improvement, to use well his leisure hours.

Let us dwell on certain directions of that activity.

1. PARTICIPATION OF THE TRADE UNIONS IN THE SOCIO-CULTURAL AND ECONOMIC EDUCATION OF WORKERS

The trade unions make their own contribution to the social education of workers. Different possibilities of socio-cultural work are used for the ideological enrichment of the Soviet people, for moulding political thinking. To explain the Marxist-Leninist teaching, the foreign and domestic policy of the Soviet state, the trade union organizations hold so-called social and political readings, run the people's universities, lectures, consultations, evenings of questions and answers, film shows, film festivals, scientific-political, readers' conferences. The cultural commissions of the trade union committees draft long-term and current plans of lectures given in workshops, at workplaces, "red corners" of the enterprises. The trade union committees proceed in the political education from the premise that theoretical knowledge should later turn into convictions, and be conducive to the adoption of an active life attitude. The goal is to approach everyone, to make the tasks of the communist construction familiar and understandable to all.

Readings on a cycle of interrelated social and political topics enjoy great popularity among workers. The main part is a lecture, a report, a message. The cycle lasts from 4 months up to one year. The trade union chairman opens and conducts these readings. The readings are held on a nationwide, republican, regional, urban and district scales; in

particular branches of the national economy, within labour teams, cultural and educational institutions at workers' places of residence.

Leading state and trade union personalities, scientists, writers and foremost workers take part in these readings.

The trade union organizations annually hold over 14 million lectures, reports, and talks on various topics. Nearly 1.5 million workers attend political events every day. Over one million workers, employees and specialists attend 5,400 universities of social and political knowledge.

Economic education among the broad masses of workers plays an important role in equipping them with knowledge in the field of economic and production organization.

This sphere of education is most closely linked with the practical activities of millions of people, exerting direct influence upon them.

Economic education is a major condition for raising the standard of enterprises economy, encouraging initiative and activity of workers in production management. Taking care of the economic education of workers, the trade unions contribute to the broad involvement of workers, co-operative farmers and employees in the solution of questions of economic activities of labour teams and the society.

The structure of economic education is as follows:

schools of communist labour,
schools of specific economics,
economic seminars.

The participants help to speed up scientific-technological and social progress, achieve higher labour productivity, efficiency and quality of work, economy and thriftiness, use of advanced working methods, apply the achievements of the scientific-technological progress.

Economic education for all population strata is carried out with the help of socio-cultural work at the places of residence and in clubs.

The number of those involved in economic studies over a period of five years, as well as for every particular year is determined in every branch of the national economy by the respective union, republican ministries and departments together with the AUCCTU and the central committees of the branch unions, and for particular territories (towns, districts, regions) - by the local party, trade union, and economic organs.

The plan indices of economic education within the framework of production associations, enterprises and institutions are worked out by departments of training and raising the qualifications of workers with the active participation of the trade union committees. These figures are included in the relevant sections of the plans of socio-economic development for labour teams, in the collective agreements and the socialist emulation commitments.

The ministries and departments together with the central committees of the branch unions draft methodological recommendations for programmes of economic education, taking account of the specificities of the branches.

Organizational and methodological supervision over economic education at the enterprise is carried out by a methodological council, which includes a representative of the trade union organization.

The trade union organizations make a wide use in the economic education of workers of such forms of mass propaganda as people's universities of economic and agricultural knowledge, lectures, schools of economic knowledge, theoretical conferences, courses for production organizers at economic education institutions.

The schools of communist labour are one of the most popular and most common established forms of political, economic, vocational and scientific-technological education for workers.

The AUCCTU has set up a methodological centre, and the central committees of branch unions, the republican, territorial and regional counsils of trade unions and the trade union committees of enterprises and institutions have set up methodological councils. They include scientists, specialists in the national economy, outstanding workers.

The methodological councils of the branch central trade union committees together with the ministries draft recommendations on the study of advanced production experience, send out lists of books and films, publish methodological documentation in the central and branch newspapers and magazines.

The methodological council of enterprises elaborate recommendations on the curricula for various categories of workers, they supervise the progress of studies.

The trade union councils run regular seminars for the chairmen of the methodological councils of the trade union committees, they have opened special methodological centres providing consultations and other methodological help.

In 1981 there were 600,000 schools of communist labour in the country. 14 million workers and co-operative farmers studied there. The schools had 670,000 teachers. There were 48,8 thousands methodological ccuncils.

The AUCCTU has approved a new programme which envisages more intensive ideological and moral education of workers, expansion of their outlook, mastering of new methods and principles of economical social production.

The school curricula envisage the study of topical problems of economic construction within the framework of the following

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courses: "The Fundamentals of Economic Knowledge", "Socialism and Labour", "Advanced Experience in Raising the Efficiency of Production and Quality of Work". The curricula provide for raising the cultural level of students in the form of lectures, talks, seminars on literature, the arts, psychological, pedagogical and ethical topics. The cultural and educational institutions give special lectures for students of these schools according to specific plans.

The communist labour schools assist the students in forming, substantiating and fulfilling their personal plans and concrete production tasks.

Creative groups are set up from among the students of these schools that work on problems of improving labour organization, achieving better quality of products, improving the economy of raw and other materials.

All forms of the economic education in the country involve 34 million workers and co-operative farmers. But the problems of raising the efficiency of economic education are also constantly discussed at workers' meetings, conferences, trade union and managerial staff meetings, meetings of the trade union committees, they are also the subject of scientific conferences.

The Soviet trade unions are doing much to raise the economic education of workers to a qualitatively new level. Without leaving aside the further expansion of the system of economic education, including the communist labour schools (especially in the countryside) they focus their attention on raising the ideological and theoretical level and the efficiency of studies, strengthening the links between the studies and the solution of concrete tasks in production.

The trade unions are doing much to spread legal knowledge among the population.

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In a single year, the legal consultative centres of the republican and regional trade union councils rendered free legal assistance to 500,000 workers and employees and provided great legal advice to managers of enterprises and organizations.

A major place in the work of the trade union legal consultative centres is attributed to educating workers and employees elected to commissions on labour disputes and the trade union committees, to explaning the fundamentals of legislation, regulations on settling labour disputes.

In recent years a considerable increase has been registered in the number of legal consultative bureau, providing free advice, which contributes to further improvement of legal guidance for workers. At present the country has nearly 20,000 such legal consultative bureaux.

For example in Ivanovo Region, these legal consultative bureaux organize almost 3,000 lectures and discussions within a year and over 32,000 workers and employees received individual consultations and practical advice there.

Many of those who work at the consultative bureaux are members of the co-ordinating and methodological councils on popularizing legal advice, leaders of departments of legal knowledge, people's universities.

2. THE MOVEMENT OF INNOVATORS AND INVENTORS AS AN ORGANIZATIONAL FORM OF THE TRADE UNION PARTICIPATION IN THE SYSTEM OF LIFELONG EDUCATION OF WORKERS

It is a tradition of the Soviet trade unions to create the necessary conditions for giving the masses of workers access to technological knowledge, broadly popularizing production experience among them. The system of raising the cultural and

technical level of workers is based on taking account of the tasks of accelerated scientific-technological progress and intensification of production.

To service modern machinery it is necessary to have not only production skills and abilities, but also quite a broad technical preparation in questions of general technology, the use of the latest devices. The functions of a worker in mechanized and automatized production are greatly expanding and becoming complicated. The necessity of expanding the general technical outlook, constantly increasing one's knowledge in the most diverse fields, makes the workman's job ever closer to that of an engineer.

In this context the notion of qualification undergoes substantial changes. In evaluating it, the c r e a t i v e f u n c t i o n s are more often coming to the foreground. If earlier the qualification of a worker comprised a certain amount of knowledge, skills and abilities for a certain kind of activity, now this is insufficient. It is necessary not only to have skills, virtuosity characteristic of a narrow specialization; the worker rather has to be able to encompass the entire production cycle as such, to make independent decisions in managing and regulating the production process, to find one's bearings in a specific production situation, creatively to approach the work being performed.

The problem of developing man's abilities, engaging him in creative activity is now becoming increasingly topical.

Man becomes engaged in creative activity throughout his life: in childhood, in youth, and in mature age, both at the time of work and the time of leisure. A number of social institutions deal with the problem of involving people in creative activity. The Scientific-Technological Societies and the All-Union Society of Innovators and Inventors (AUSII) whose work is controlled by the Soviet trade unions, occupy a special

place among them. Their main task is to engage in technical creativity, in work on inventions and innovations, the workers and employees, engineers, technicians, scientific workers, to contribute to the development of the creative potential of workers, to strengthen the collaboration of workers, engineers and scientists for the improvement of equipment and technology, the acceleration of technological progress.

In 1977-1980 the membership of the Scientific-Technological Societies and the All-Union Society of Innovators and Inventors increased by 4.73 million, and presently is 21.6 million. Over the same period the Scientific-Technological Societies actively participated in the elaboration of recommendations to raise the technical level of production and quality of products. They organized nearly 1.3 million courses, schools of advanced experience, seminars where millions of workers raised their vocational skills.

In 1976-1981, the application of over 20 million inventions and innovation proposals in the national economy resulted in the saving of 29.2 billion roubles which was 1.5 times more than in the previous five-year period.

The organizational forms of education within the framework of the movement of innovators and inventors and scientific creativity are most diverse.

Clubs, Houses of Technology, Houses and Palaces of Culture, enterprises and institutions, sponsor "evenings of innovators and inventors", meetings of specialists, quizes, science-popularizing evenings, cycles of lectures and shows, cycles of lectures and consultations directly in workshops and at exhibitions of innovations, visits of scientific-technological exhibitions, to advanced enterprises.

Special importance is attached to the people's universities of technical creativity and departments for innovators attached to them. The programmes of such universities provide

for the development of workers' independent technical creativity, for teaching them to use technical literature and information, patent documentation etc.

In 1977-1980, members of the Scientific-Technological Societies and the All-Union Society of Innovators and Inventors presented over 5 million lectures and reports. A total of 250 people's universities of scientific-technological knowledge and advanced experience have been set up. They They have 600,000 students. Presently there are 56.7 thousand consultative bureaux of the AUSII which are assisted by 1.4 million innovators.

The trade union organizations together with scientific institutions of the Soviet Academy of Sciences and the constituent republics, the Society "Znanie" and the Scientific-Technological Societies work out plans for spreading scientific-technological knowledge.

3. PEOPLE'S UNIVERSITIES AS AN ORGANIZATIONAL FORM OF THE TRADE UNION PARTICIPATION IN THE LIFELONG EDUCATION OF WORKERS

The people's universities are an important forms of spreading knowledge.

A total of 13.8 million people now study at 47.5 thousand people's universities.

The people's university is a non-formal educational establishment. It has a permanent student body, a stable teaching staff, it works according to study and methodological plans and programmes giving a definite system of knowledge.

The main types of the people's universities are: universities of social and political, natural science, economic, agricultural, pedagogical and medical knowledge, of culture, social work, commerce, etc.

The universities are organized on territorial or branch principles, they are also differentiated according to the length of studies and degree of their complexity. The length of studies is fixed as a rule at one, two, three years depending on the composition of the student body and the adopted programme.

The people's universities open consultative centres for those who wish to improve their knowledge of self-education methods, amateur art studios and creative workshops are attached to them.

These universities offer diverse forms of education: lectures, seminars, laboratory work, discussions, talks, instructive visits of production plants, research institutes etc, scientific-practical and readers' conferences, evenings of answers and questions, meetings with scientists, state and public leaders, innovators of production, etc.

The people's universities are set up at the initiative of the trade unions at the place of work and residence of workers. They function on the basis of educational and scientific establishments, institutions of culture and arts. Where an adequate material base exists, the universities are set up on a district, urban, regional, branch and inter-branch scale.

The trade unions provide the facilities of clubs, Houses and Palaces of Culture, libraries and "red corners" for the organization of the people's universities.

The trade unions pay the lecturers and teachers, they provide teaching and visual aids, they sponsor the above mentioned events, etc.

The trade unions participate in staffing the people's universities, they see to it that the curricula correspond with the educational standard of the students, that they be in accord with their interests.

4. PARTICIPATION OF THE CULTURAL AND EDUCATIONAL INSTITUTIONS OF THE TRADE UNIONS IN THE LIFELONG EDUCATION OF WORKERS

The cultural institutions of the trade unions play a major role in the education and all-round development of people under socialism. The cultural institutions create the necessary conditions for the development of workers' abilities and talents, involving them in technical, artistic and other kinds of creative activities.

In order to assist the self-education and raising of the cultural level of citizens, 251,000 special interest circles were set up at trade union clubs in 1980, with a membership of 7.7 million. The total number of amateur artistic groups and ensembles organized by the trade unions is 504,000, they associate 10.5 million people. In 1977-1981 there were 11.6 thousand brass bands and variety orchestras, vocal and instrumental ensembles, 4,000 groups of folk, classical and modern ball-room dances, 1.2 thousand studios and groups of graphic and applied decorative arts.

5,000 amateur film studios and groups produced 15,000 short films.

The cultural and educational institutions have been making a wide use of the following types of self-education of workers and its organizational forms:

socio-political: clubs of revolutionary, combat and labour traditions, international friendship, patriotic education, international politics, of war veterans, etc;

production-technological: clubs of labour veterans, youth tutors, young specialists, instructors, of scientific and technological creativity, etc;

natural-scientific: clubs of local lore, of nature-lovers, flower growers, anglers, etc;

artistic: amateur fine arts circles and groups, groups of music lovers, theater-goers, literature, etc;

arts and crafts: handicrafts and applied arts groups, etc, creative studios;

physical training, sports, health building: clubs of tourists, chess players, delta-plane fliers, etc;

collectioning: clubs of stamp, postcard, coin collectors, collectors of various articles, antiques, etc;

Together with the society "Znanie", the trade unions assist the work of lecturers, by publishing informational and methodological literature. As a rule, amateur groups and circles are led by specialists with higher and specialized secondary education. The Houses of Amateur Creative Activity of the trade unions render them methodological aid. There are evening and distance courses and seminars for training the leaders. They participate on placement in the folk theaters and ensembles. The PROFIZDAT Publishers issue a series called "Library of the Voluntary Leader of Amateur Artistic Activity".

The cultural commissions of the trade unions and the cultural organizer are responsible for the development of amateur artistic activity at enterprises, institutions and elsewhere.

Libraries play a major role in raising the general

educational and cultural level of workers.

At enterprises, construction sites, transport companies, at co-operative farms, institutions, Houses and Palaces of Culture there are 23,000 trade union libraries with a book fund of over 300 million volumes. There are more than 93,000 mobile libraries and book loaning services at workshops.

The trade union libraries are used by almost 25 million readers, they annually lend nearly 500 million books and magazines.

The libraries are closely linked with the life of the labour teams. They try to involve everyone in systematic reading, distributing books to every family.

The trade union libraries disseminate literature among workers right in the workshops, enterprises, in hostels and places of rest. Readers' diverse interests are moulded by organizing different services for readers, drawing reading plans for different categories of workers. There is free access to the library book funds for readers everywhere. The library staff helps the workers and employees in the selection of books and independent work with them, they organize topical expositions, readers' conferences, debates, literary evenings and readings, bibliographic reviews, talks on books, lectures, meetings with writers. The libraries set up literacy circles, groups of book friends, extensions of the Society of Book Friends.

Polls of the readers' interests have shown that workers and employyes read more specialized literature with a view to their permanent self-education. Reading for the purpose of raising their qualifications and mastering an allied trade has become for the workers the chief motive of turning to specialized literature.

The results of a research carried out at a number of

enterprises in the country have shown that reading of specialized literature is becoming an inner necessity for many young workers, more and more of them turn to technical and instructive literature on subjects from technology, mathematics, physics and chemistry.

48% of the workers who answered in the polls at the URAL Turbojet Engine Plant stated that they regularly read books related to their vocation, 42.3% borrow books from the technical library of their enterprise, 37% subscribe to technical magazines. At the Magnitogorsk Metallurgical Complex, 31.4% young workers constantly read technical literature in order to master their trades and improve their qualifications, to find a solution of the vital practical tasks arising in the process of production.

The close contacts of the trade union libraries with technical libraries, technical information departments, Scientific-Technological Societies and AUSII branches help to satisfy the growing needs of workers for specialized literature.

The libraries rely on collaboration with the readers and voluntary librarians, who help in distributing books, giving advice and organizing various events.

The Soviet trade unions, as was noted by their 17th Congress, show constant concern for increasing the role of their cultural and educational institutions in the all-round development of people. They orient them on good use of the possibilities of socialism for lifelong education and self-education of all social groups in the society, on a deeper application of different forms of continuous education, scientifically tested and effective, large-scale as well as local, individual methods of assisting the Soviet people in their self-education and self-improvement.

IV. TRADE UNION EDUCATION AS PART OF THE SYSTEM OF THE LIFELONG EDUCATION OF WORKERS

The successful fulfilment by the Soviet trade unions of their functions largely depends on the depth of knowledge which the trade union activists possess of the economic and social laws of the development of the society, production and labour, the forms and methods of management, the problems of the trade union construction.

"In the present conditions", says the Report of the AUCCTU to the 17th Congress of the Soviet trade unions, "in order successfully to perform their function,s the trade union workers must be well versed in questions of production, economics, norms of labour and wages, know well the fundamentals of labour legislation, social security and labour protection. All this obliges us to show constant concern for the expansion of the outlook of the trade unionists and activists, teach them the art of organisational and educational work" (*Materials of the 17th Congress of the USSR trade unions*. Moscow, PROFIZDAT Publishers, 1982, p 67. In Russian).

The state system of education and voluntary forms of spreading knowledge existing in the USSR allow each person to raise his general educational and scientific-technological level. But despite the relatively high level of general and specialised education among workers, the broad and multifarious system of raising their skills and culture, Soviet trade unions feel the necessity of developing a special sphere of education for trade unionists and trade union activists. The studies in that sphere are different from other forms of education for workers in that the main task consists in directly serving the interests of the trade unions.

The development of the system of trade union education, improvement of its organization and content are conditioned, at least, by two groups of factors:

firstly, by the wide-open access to the state-controlled system of education and to informal education, forms of raising the cultural and technological level of workers, improving their general education and vocational training;

the long-term goals of the trade union movement, its functions and the tasks facing the Soviet trade unions.

1. THE CONTENT OF THE TRADE UNION EDUCATION

The objective necessity and the pecularities of the present-day system of the trade union education are determined by the role, which the trade unions, as the largest organisation of workers, play in the advanced socialist society. This role has been reflected and laid down in Article 7 of the Constituion of the USSR, which says that the trade unions "participate, in accordance with the aims laid down in their rules, in managing state and public affairs, and in deciding political, economic, social and cultural affairs".

The trade unions carry out a broad public activity, being a school of socialist management for all workers. They take part in the formation of the organs of power, in drafting laws and governmental decisions, in developing and implementing government measures. The trade unions are gradually given functions which are in fact of a state nature: social security, supervision of labour protection, organization of sanatoria and recreation facilities for workers, control over the entire system of tourism in the country.

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The trade unions pursue a wide range of goals reflecting the interests of workers, and consequently the range of issues contained in the sphere of trade union education must also be wide. The trade union education is called on to ensure deeper knowledge by workers and activists of the theory and practice of the communist construction, organization and management of socialist production, social development of labour teams, the fundamentals of Soviet legislature.

A special place in the system of trade union education is attributed to the study of the fundamentals of economics. Despite the diversity of educational forms, the differentiated approach to the choice of the content, volume and structure of the programmes according to the categories of students, the teaching of economic knowledge in the system of training and raising the qualifications of trade union workers and activists is of consistent and comprehensive character.

The need for this knowledge is especially high in the atmosphere of a radical turn of the country's economy toward intensification, improvement of the quality of work, achievement of better final results, a steady rise in the well-being of the people.

Effective work of the trade union organizations, effective fulfilment of their functions depend on their competence, information and convictions of the trade union workers and activists. Profound knowledge of the fundamentals of the trade union construction is the basis for moulding these qualities. The trade union education helps the workers and trade union activists to become specialists in this domain, to conduct trade union affairs fully applying knowledge of the theory and practice of the work of trade union organizations.

Their being responsible to the working class and all workers requires from the trade unions constantly to improve

the style and methods of their activity. This is especially true of the primary trade union organizations which constitute the foundation of the Soviet trade unions. At present the country has nearly 750,000 primary trade union organizations and over 3 million trade union groups. Almost every second trade union member has a public function, 95% of the trade union committees of the primary organizations and majority of the district organizations work on a voluntary basis, without paid staff, outside their working hours. In their everyday activities they decide scores of questions touching upon the most vital, basic interests of the workers and employees.

The trade union committees of the primary organizations together with the management of enterprises determine the directions and proportions of using the means from the incentive funds, they fix the amount and manner of paying bonuses to workers and employees. They have the right to hear reports of the economic managers of enterprises on how the management takes care of improving the conditions of work and cultural and everyday services for workers and employees, submitting to the respective organizations cases of dismissal or punishment of managerial workers who do not fulfil their duties under the collective agreements, they expose red tape practices, delays in problem solving, they supervise the activity of the management which must not dismiss workers or employees without their consent.

The systematic education of the trade union activists helps them to master advanced methods and style of work, modern methods of management, the art of organizational, ideological and educational work among the masses.

The Soviet trade unions show constant concern for the creation of such social and psychological climate in each labour team which would contribute toward moulding in people

a new progressive scale of values and needs, socially important motives of activity, stimulating the full use of the initiative and creative abilities of each individual. The trade union workers and activists must have a complete command of general and social psychology, production pedagogics and ethics in order to be able to help workers, especially young ones, to define the prospects and aims of their life and career to adopt an active attitude to life, to use their creative potential in socially valuable work, to feel themselves the masters of production, of the socialist society.

The system of the trade union education is oriented in such a manner that the curricula and programmes include study of human activities, education, the arts and literature.

A major place in the system of the trade union education is devoted to questions of internationalist education, cultivation of the feeling of fraternal proletarian solidarity, problems of the international trade union movement.

The trade union education should not replace the state system and different types of informal education. It does not exclude the participation of trade unions in the improvement of various degrees of education for adults, the multifarious work of the trade union organizations in raising the cultural and technical level of workers.

The trade union education is an integral part of the lifelong education of workers. It is based on the general and specialized training of workers and employees. It is founded on the principles of systematic approach, continuity and interrelation of different forms of education. The trade union education is organized in such a way as to equip the workers and the activists with such a sum total of diverse knowledge which would teach them a comprehensive approach to the solution of issues arising in their practical activity, increasing the effectiveness of the methods which the trade

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unions employ in defending the interests of the working people, contributing to the dissemination of information, conscientiousness and public activity of workers, co-operative farmers and employees.

Developing and improving the system of trade union education, the Soviet trade unions strive to ensure adherence to a number of other principles guaranteeing their maximum efficiency. They include the principle of voluntariness and uniformity of educating the workers and activits, starting from the trade union group leader and ending with the leading trade union workers of the top echelon, irrespective of their experience and length of service; the principle of consecutiveness which is realized by means of specialization of each type of the trade union education, constant improvement of the curricula; the principle of obtaining specific knowledge combined with elements of poly-valency of education.

2. THE SYSTEM OF EDUCATION OF TRADE UNION WORKERS AND ACTIVISTS

The Soviet trade unions have created a harmonious and constantly developing system of education and raising the qualifications of the trade union workers and activists.

The system of trade union education can be divided into two relatively independent directions:

training of trade union workers and activists;

raising the qualifications of trade union workers and activists.

The training of trade union workers involves compulsory education of all newly elected members of different commissions or activists confirmed for work in trade union organs in the initial period of their activity. Special attention

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is devoted in this respect to the education of trade union activists working directly at enterprise and organizations.

The qualification raising involves systematic education every 3-4 years for all categories of trade union workers and activists with a view to deeper knowledge of the theory and practice of trade union work, taking account of the changing situation.

The system of trade union education comprises two higher education institutions - the N M Shvernik Higher Trade Union School of the AUCCTU (Moscow) and the Higher Trade Union School of Culture of the AUCCTU (Leningrad), the Institute for Raising the Qualifications of Trade Union Workers at the N M Shvernik Higher Trade Union School of the AUCCTU, the department for raising the qualifications of workers of cultural and educational establishments at the Higher Trade Union School of Culture, permanent courses at the republican and regional councils of trade unions, the schools of trade union activists at enterprises, institutions, organizations, co-operative and state farms, as well as permanent seminars which are organised by the trade union committees of the primary trade union organizations, district, city, regional, and republican committees of the unions.

The N M Shvernik Higher Trade Union School of the AUCCTU. It is the main educational and scientific centre of the Soviet trade unions.

The main task of that school is training highly qualified trade union workers who have complete modern scientific knowledge, are well versed in the theory and practice of the trade union work.

The AUCCTU exercises direct control over the activities

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of that school. It plans the numbers of admissions to the school, approves the curricula and the principal guidelines of the research work, determines the structure and financing of the school.

As an integral part of the Soviet system of higher schools in all respects of the organization of educational and scientific work, methods of studies, appointment of the scientific and pedagogical staff, the school takes guidance in the instructions, orders and recommendations of the Ministry for Higher and Specialized Secondary Education. The School Council has been set up at the Chancellery of the school in conformity with the Statutes of higher educational establishments of the USSR, for considering the main issues of the school's activity. The Council comprises the Vice-Chancellors, the Deans of the faculties, the head of the scientific research department, heads of the chairs, head of the scientific library as well as representatives of social organizations.

The Higher Trade Union School of the AUCCTU has the following faculties: Economic (with day-time study), Economic (evening and distance study), a faculty for the training of the personnel of sanatoria, recreation and tourist trade union establishments and organizations (with day-time and distance study), International.

The Economic Faculty of the school trains trade union workers who specialize in labour economics. They get the qualification of labour economist. The faculty for training the personnel of sanatoria, recreation and tourist facilities and organizations trains specialists possessing knowledge and experience in the field of the economy and organization of sanatoria and recreation and tourist facilities. They also receive the qualification of economist. The length of studies at the day-time courses is 4 years, at evening classes and

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distance studies 5 years.

The Economic Faculty for evening and distance study has extensions in Kharkov and Chelyabinsk. They provide consultations, laboratories, practical lessons and lectures, review students' papers, conduct examinations and tests. Training and consultation centres of the school exist in Kiev, Minsk, Sverdlovsk, Novosibirsk, Rostov-on-the-Don, Riga and other cities. Students of the distance study department are assigned to them and they get assistance in their studies directly.

The International Faculty trains trade union activists from Asian, African and Latin American countries who are selected for studies by the respective trade union centres at the invitation of the AUCCTU. Studies at this faculty take up to one year. Students who have successfuly passed their exams in economics, labour norm setting and statistics, receive the qualification of norm setter.

The typical curricula approved by the Ministry of Higher and Specialized Secondary Education of the USSR for the specialization of labour economics have been taken as the basis for the faculties' own curricula. At the same time these curricula provide considerable scope for the study of special trade union disciplines and social sciences.

From 30 to 50% of the time is devoted to the study of economic disciplines. Among the study subjects, major attention is devoted to labour economics, labour legislation, labour protection, questions of production and economic work of the unions.

Studying the theory and practice of the trade union work, the students familiarize themselves with the principal directions in the trade union activity: organizational, production and economic, in housing and services, cultural, educational, financial activities as well as activity in the field of managing social insurance, physical education and sports.

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The course of pedagogics included into the curriculum is aimed at equipping the future trade union organizers of educational work with methods of adult education raising the pedagogical standard of the trade union activists.

A number of subjects are optional: application of mathematical research, economics and organization of the building industry, aesthetics, rhetorics etc.

The curriculum of the International Faculty envisages the students' familiarization with the historical experience and practice of work of the Soviet trade unions, study of questions of the international working class and trade union movement, political economy, Soviet labour legislation, the experience of economic construction in the USSR, labour economic construction in the USSR, labour economics, present-day economic relations and Soviet union's foreign policy. The students come to know the conditions of work and life of the Soviet people, the work of the trade union organizations directly at enterprises, construction sites and co-operative farms.

The Higher Trade Union School has 26 chairs. The chairs have classrooms equipped with audio-visual aids and laboratories.

A total of 42 Professors and Doctors of Science, 186 Assistant Professors and Candidates of Science conduct the teaching and scientific work at the school.

Over 7,000 students are enrolled for day-time, evening and distance studies at the school. The admission of students to the Higher Trade Union School of the AUCCTU follows the recommendations of trade union bodies. The right to enter the school is enjoyed by trade union workers and activists who have secondary education, length of trade union work not less than two years, and who have successfully passed the

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entry exams in the Russian language and literature (written), mathematics, history of the USSR and geography. The department of direct studies admits persons not older than 35 years, the department of the evening and distance studies has no age limits.

Graduates from the day-time studies department of the Higher Trade Union School of the AUCCTU are sent, as a rule, to work in those trade union organizations which recommended them for studies. Many graduates are sent to work as chairmen of the trade union committees of major enterprises; they are assigned to various posts in the trade union apparatus, the trade union councils for recreation and tourism.

Those who incline to scientific and pedagogical work are recommended for post-graduate studies at the school. The post-graduate department trains scientific-pedagogical workers in the following subjects: history of the Soviet trade unions, history of the international working class and trade union movement, scientific organization and economy of labour, political economy, labour legislation. The length of full-time (day) study at the post-graduate department is 3 years, distance study - 4 years.

Those who successfuly graduate from the post-graduate department and maintain their theses are awarded the scientific degree of Candidate of Historical, Economic or Legal Sciences, depending on the specialization and topic of the thesis. Every year 35-40 highly qualified post-graduate specialists finish the school and are sent to work in trade union councils, extensions of the school and training and consultative centres.

In conformity with the plan of co-operation with the socialist countries, the post-graduate department of the school admits trade union workers from the German Democratic Republic, the People's Republic of Bulgaria, the Mongolian People's Republic, the Polish People's Republic and the

Czechoslovak Socialist Republic.

The research department and the chairs of the school conduct research in many directions of the trade union activity. The research department has a number of sections: for organization and statutes, for initiating in production management, for the economic work of the unions, sociology of labour and social planning, socialist emulation, communist attitude to labour, communist education of workers, study of the activity of the international trade unions, the trade union movement in the socialist countries, and others. Students are actively engaged in the research activity of the chairs. Every third student participates in some of 18 scientific circles. Scientific student conferences are held every year.

The results of the research and development activities carried out by the scientists of the Higher Trade Union School have found reflection in numerous miscellanies, booklets and monographs. The include "The Scientific-Technological Revolution, the Working Class and the Trade Unions", "Problems of Workers' Participation in Managing Production under Socialism", "Communist Education of Workers and the Trade Unions", "Planning Social Development of a Collective" and others.

The Higher Trade Union School of Culture of the AUCCTU (in Leningrad) runs diploma courses training specialists of the highest qualification for the Soviet trade unions and their cultural and educational institutions.

The graduates from the faculty of cultural and educational work of the Higher Trade Union School of Culture receive top-degree qualification for organization and methodology of cultural and educational work; graduates from the faculty of organization of amateur art activity get qualification for

organization and methodology of the amateur art activities (with particular specialization).

The school has departments for day-time, evening and distance studies.

The Higher Trade Union School of Culture has 16 chairs: for amateur art activity, choreography, chorus art, drama, methodology of culture and educational work, pedagogics and psychology, history of the Soviet trade unions and others. It employs 11 Professors and Doctors of Science and 109 Candidates of Science.

The school also has a faculty for work with foreign students.

All in all, 3,400 students are enrolled at the Higher Trade Union School of Culture.

The N M Shvernik Higher Trade Union School of the AUCCTU has set up the Institute of Raising the Qualifications of Trade Union Workers; the Higher Trade Union School of Culture has the Faculty for Raising the Qualification of Workers of Cultural and Educational Institutions of the Trade Unions, whose main tasks are:

raising the qualifications of workers of trade union organs, trade union press, cultural and educational institutions of the trade unions;

methodological guidance of the entire system of education and raising the qualifications of trade union workers and activists, workers of the press and cultural and educational institutions of the trade unions.

The Institute of Raising the Qualifications of Trade Union Workers at the N M Shvernik Higher Trade Union School of the AUCCTU mainly trains leaders of the central committees of the branch unions, leaders of the republican and regional councils and the committees of the trade unions, certain

categories of senior workers of the AUCCTU apparatus, republican and regional trade union bodies and other categories of workers.

The Faculty for Raising the Qualifications of Workers of Cultural and Educational Institutions of the unions of the Higher Trade Union School of Culture trains leaders of the Houses of Amateur Creativity, the Palaces and Houses of Culture, the Houses of Culture and Technology of the republican and regional councils of trade unions, individual categories of workers of these cultural and educational establishments.

The central committees, the councils of trade unions, the organizations within its jurisdiction submit to the Institute and the Faculty a list of selected students not later than one month prior to the beginning of studies.

The students receive educational leave of up to one month, curricula are approved by the organizational and instructional department of the AUCCTU.

The students get their average monthly pay from their employers during the period of studies at the Institute and the Faculty. The fare to the place of studies and back and the daily allowances during the time of the trip are paid by the organizations that send them. The students are provided with food and hostel facilities for the period of their studies.

The permanent courses at the republican and regional councils of trade unions, as well as certain branch trade union organizations of the AUCCTU. There are 160 such day-time courses, including 12 inter-republican and inter-regional courses.

The trade union courses are directed by the regional trade union council or the central committee of a branch

union.

The trade union courses are set up for training and raising the qualifications of the chairmen of the trade union committees of enterprises, institutions and organizations, co-operative and state farms, of trade union organizers of the republican and regional councils and committees of the branch unions, workers of the cultural and educational institutions and other categories of workers. The average length of the courses is two or three weeks. The participants receive paid study leaves with wages being paid out at their permanent places of employment.

The main goal set for this type of education is raising the level of knowledge of the trade union workers in particular region.

The trade union courses have permanent premises, training and methodological facilities, laboratories and libraries. The students are entitled to a place in dormitory, to boarding, medical care etc.

The staff of the trade union courses is approved by the regional council or the central committee of the branch union. It includes a director of the course, deputy directors on education and administrative work, head of the training department, heads of sections, head of the training and methodological facilities, a methodologist.

Nearly one million trade union workers and activists annualy attend the trade union courses.

The School of Trade Union Activists. These schools are open practically at every big or medium-size enterprise.

The structure of the schools is determined by the trade union committee in conformity with the structure of the pri-

mary trade union organizations of the enterprise, as well as depending on the number of activists, work shifts etc. The schools at major enterprises may have their extensions. In smaller trade union organizations the study is organized on the basis of several enterprises. In cities and regions the schools are set up according to branch principles. Lessons take place once a month over the school year. The school year usually begins in September-October, its length is fixed by the trade union committees depending on the specific conditions of work of the enterprise, organization or institution (ten months on average).

The overall time of studies constitutes, as a rule, 72 hours, excluding the independent work of students.

These schools train the broadest range of trade union activists:

- chairmen and members of shop committees, bureaux,
- chairmen and members of permanent commissions,
- trade union group organizers,
- members of the trade union committees of enterprises, organizations, institutions and their permanent commissions:
  a) for organizational work,
  b) for wages and labour norm setting,
  c) for problems of production and economic work,
  d) for labour protection,
  e) for social security and pensions,
  f) for housing and everyday services,
  g) for cultural work,
  h) for work among women,
  i) for work with children and youth;
- members of permanent production conferences,
- members of auditing commissions,
- chairmen and members of the Society of Inventors and Innovators and the Scientific-Technological Societies, and

other trade union activists.

The training of newly elected activists is carried out in two stages. Immediately following the elections, the first stage of one or one-and-a-half month takes place, with the aim to provide participants with the most important knowledge for the performance of their public duties, to help them quickly to start practical work. At that time the students are acquainted with the positive experience of trade union work. For this purpose meetings are organized with experienced trade union leaders, visits are paid to the shop committees and trade union groups.

The aim of the second stage of work of the schools of activists is raising their qualifications. The studies are organized in such a way as to deepen the skills obtained during the first stage. 50-60% of the study time is devoted to practical studies and independent work.

The schools of trade union activists annually train nearly 23 million people, which is approximately one half of the total number of activists in the country.

T h e p e r m a n e n t s e m i n a r s . As a rule, they are set up at the councils of the trade unions, at the republican, territorial, regional, district and municipal committees of the trade unions, and in certain cases at the trade union committees of production associations. The peculiarities in the organization and content of the educational process of that form of the trade union studies depend on the specificities of each union, on the organizational and educational tasks which are resolved in certain conditions, on the number of primary trade union organizations, on their location and a number of other circumstances.

The permanent seminars usually have a permanent body of students, and an increased number of activists can be invited

for individual studies. The chairmen of the trade union committees are permanent students of a majority of these seminars, while the chairmen of the permanent commissions of the trade union committees can be temporary students. The students of the seminars often come from among workers of the apparatus, members of the council and branch committees of the unions.

The permanent seminars can also be set up within the trade union courses. For example, the trade union courses of the Kharkov Regional Council of Trade Unions involve permanent seminars to raise the qualifications of the course teachers who have undergone training, teachers of the schools of trade union activists, chairmen of methodological councils, workers of the regional councils of the unions.

Although each permanent seminar has its own specificities, they have a common aim - organization of raising the qualifications of the trade union workers and activists. All students must go through initial training in other forms of trade union studies, therefore they are fully prepared for independent work on problems suggested by the programmes for qualification raising.

Lessons take place once a month over the entire academic year. Practice has shown that it is most convenient to fix the length of the lessons at 4-6 hours.

The setting up of the permanent seminars is within the competence of the Presidia of the committees or councils of the trade unions, which also approve the structure of the seminars, their curriculum schedules, the lectures and the leaders of the seminars.

V. METHODS OF EDUCATION

The training in the system of trade union education is carried out according to plans and programmes elaborated by the Institute for Raising the Qualification of Trade Union Workers at the N M Shvernik Higher Trade Union School of the AUCCTU.

The trade union education is implemented in a differentiated manner, taking account of the nature of the social activity of various categories of trade union workers, and therefore the content, volume and structure of the suggested curricula and programmes are brought in accord with the functions and duties of the particular categories of students.

Work with the students begins long before the studies start. They are acquainted with the curricula, the approximate topics of the papers they are going to write, schedules of seminars and practical studies with lists of recommended literature.

Homogenous groups of students are formed with respect to the composition of the student body. The initial data are educational level, the working experience of the trade union activists who are to study. As a rule, most of the students in the system of trade union education are workmen, team leaders, foremen, technicians, engineers, co-operative farmers, mechanicians, agricultural specialists. Many of them simultaneously study in the system of political or economic education, at night schools, vocational schools or institutes. All these factors are taken into account when forming the groups.

The trade union workers and activists are given the possibility of acquiring political and economic knowledge, raising their vocational qualifications in different fields

of trade union work. There is a special demand put on the trade union education: it must ensure a close link between the studied material and the specific conditions of the activity and tasks of the trade unions.

Practical training is organized for the students directly at enterprises where they are taught economic analysis regarding the activity of labour teams, they familiarize themselves with the progressive achievements.

The study process at these educational institutions is conducted on the basis of modern pedagogical science, application of active methods and technical aids.

The chief task of the study process is not so much to quench the "thirst for information", but rather to provide a creative atmosphere for profound comprehension of the theoretical problems and their connection with practice. Therefore it allows for continuing discussions at seminars and practical work in the classroom and in the workshop.

Setting itself the task of helping the trade union activists in deeply realizing the main changes taking place in the society, the system of trade union education is oriented on the application of the methods of problem teaching, on appealing to the students' intellect in the process of studies, teaching them a creative approach to analysing the existing and newly emerging problems and situations.

During the study process it is the practice to organize topical games, encourage the solution of production tasks and situations, organize exchange of work experience, held scientific-practical conferences.

Methodological studies help in the organization of the process of trade union education.

The training of trade union workers and activists is assisted by over 500,000 voluntary teachers - scientists,

professors of the higher education establishments, cultural workers, workers of the state trade union bodies, specialists in various branches of the national economy.

In the conditions of the short-term education of adults, especially topical is the problem of intensifying the study process, raising its efficiency. The content and methods of lectures, seminars and discussions, laboratory practice, tests and examinations, the writing and maintaining of the theses, exchange of practical experience in classrooms and at the workplace, independent work of the students are united into one single system in which every kind of studies has its own specificity and is at the same time a part of the complex study process.

1. METHODICAL CONTROL OF THE SYSTEM OF TRADE UNION STUDIES

The bulk of the work in educating and raising the qualifications of the trade union workers and activists is done by the councils and central committees of the unions.

The councils and the central committees of the trade unions pursue five-year and annual plans of studies and raising the qualifications of trade union workers.

They take care of the expansion of the network of educational establishments, raising of the efficiency and quality of the trade union education, comprehensive solution of questions of improving the study process and methodology of teaching.

A ramified network of specialized councils has been established for providing methodological assistance to the system of trade union education. The councils at the republican

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territorial, regional councils of the trade unions and the central trade union committees co-ordinate the methodological assistance to the trade union education in the republics, territories, regions or in the branch unions.

The councils are set up at the trade union courses, permanent seminars, schools of trade union activists.

The Methodological Council (MC) for Raising the Qualifications of Trade Union Workers at the N M Shvernik Higher Trade Union School has been established for co-ordinating methodological work within the system of trade union education, supervising the quality and content of the training and methodological materials published for the system of qualification raising, study of advanced experience from the organization of training.

The MC concentrates its efforts on considering the main problems of organizing education and raising the qualifications of the workers and activists of trade union organs, the press, cultural and educational institutions of the unions, organizations under the jurisdiction of the trade unions.

The MC is composed of representatives of trade union organizations, trade union courses, higher trade union schools. Members of the MC are approved by the AUCCTU Secretariat.

To solve urgent problems within the competence of the MC, a Presidium is formed from among the MC members. The MC has the following sections: for problems of organization of the educational system and raising the qualifications of trade union workers and activists; for curricula, programmes and training and methodological literature; for economic education of trade union workers and activists and the work of the communist labor schools; for the forms and methods of

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education and upbringing.

The MC considers the content of the training and methodological materials, training and visual aids for educating trade union activists, workers of the cultural trade union establishments; the state of training and methodological work in different stages of the system of trade union education, questions of scientific organization of the study process, comprehensive utilization of modern technical means of education, advanced forms and methods of studies, draft plans for the development and publication of methodological documentation, literature and training aids prepared by the Institute for Raising the Qualifications of Trade Union Workers at the N M Shvernik Higher Trade Union School and the Faculty for Raising the Qualifications of the Cultural and Educational Institutions of the Higher Trade Union School of Culture; it sums up the experience of work of the methodological councils in training and raising the qualifications of trade union workers and activists of the republican, territorial, regional councils of trade unions, the central trade union committees, educational establishments within the system of trade union education.

The MC adopts recommendations on all issues, elaborates proposals on further improvement of the education and raising the qualifications of trade union workers and activists, workers of the cultural and educational institutions of the unions, and submits them to the relevant organs.

The MC recommendations, approved by the Organization and Instruction Department of the AUCCTU are sent out to the councils and central committees of the unions and to the trade union courses, to be used in the training trade union workers and activists.

The Scientific and Methodological Council of the Institute for Qualification Raising at the AUCCTU is the working group of the Methodological Council.

The Scientific and Methodological Council works out and publishes curricula, plans and programmes, prepares lectures, literature and training aids, drafts methodological recommendations and other methodological documentation for the system of trade union education and economic education of trade union workers and activists, it prepares scientifically founded proposals and recommendations on further improvement of the system of education and qualification raising, updating the training process, raising the efficiency of work of the trade union courses, schools of trade union activists, permanent seminars; it studies and summarizes the advanced experience of the trade union education for its practical implementation in the work of the councils and the committees of the unions, co-ordinates the activity of the trade union courses in the preparation and publication of methodological documentation and literature, assisting them in summing up the experience of voluntary teaching staff, carries out scientific research work.

The trade union education in the USSR is constantly developing and improving. Overcoming the difficulties connected with securing the continuity in the training process of various stages of trade union studies, ensuring the compulsory passage of students from initial trade union education to further education. Permanent teaching staff is formed for the trade union education. Moreover, the teachers of the higher education institutions are equipped with the knowledge of the theory and practice of the trade union movement. Research is conducted to define more effective ways of co-ordinating the trade union studies with other systems of education for adults, co-ordinating the programmes, plans and time of studies, etc. Questions are being resolved of the development of the most effective methods of education application of modern active forms of learning. The main task

is the organization of the study process in such a manner as to enable the trade union workers and activists to learn in a short period of time, to decide comprehensively the specific issues arising in the trade union work.

CONCLUSION

The USSR has developed a well-organized system of education. As a result, there is a gigantic growth of the intellectual potential of the Soviet society. The voluntary character and accessibility of education, profound respect for the culture of all the nations inhabiting the country, the qualitative growth of the system of lifelong education due to the scientific-technological revolution and advance of the national economy; the flexibility of the educational system; its conformity with the needs of the society and personality; the connection of the training of students at all levels with practice; the development of the capability of independent learning; the encouragement of the quest for constant updating of knowledge over the entire period of life; the individual nature of education, taking into account the interests and demands of various categories of workers; the creation of a sufficient material base for education - these are the general principles by which the state organs, the trade union and other social organizations abide in resolving the questions of educations.

The system of education is being constantly improved. The pooling of the efforts of the state organs and social organizations, the trade unions in the first place, in coordinating the forms and types of education, the creation of conditions for removing the shortcomings of initial education, constant adaptation to the changing world, the development of the creative potentials of the individual, contribute to the creation of a comprehensive system of all-round development of the Soviet people.

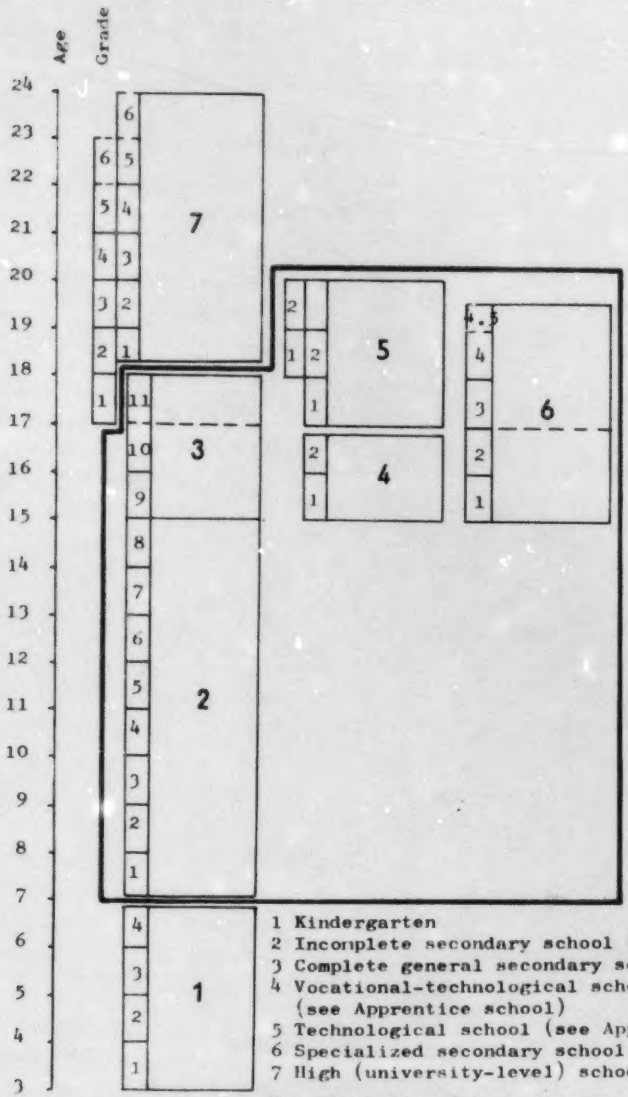
APPENDIX

Since the monograph on the role of trade unions in the development of adult education in the USSR is coming out before the national description of adult education in the USSR, and some of the terms are unusual for a foreign reader, the editors have annexed, with the author's approval, an abbreviated version of the chart of the Soviet school system, taken over from UNESCO Manual for the Use of the ISCED, USSR (UNESCO, Statistical bureau, 1980. In Russian) and a brief glossary of explanation. The glossary has been made in the ECLE. (For chart see p 112.)

apprentice school - under this heading we have summed up two types of existing schools: a) vocational-technological school for incomplete secondary school (see) leavers, with length of study between 1 and 4 years depending on vocation. It teaches practical skills and necessary theoretical knowledge. At present, theoretical teaching is being expanded in a growing number of specializations, and general education subjects are being introduced to a greater extent, so that these schools are coming closer to specialized secondary school (see) and give qualification for admission to university-level schools; b) technological school, for complete general secondary school (see) leavers who have not acquired any specialization. It is oriented above all on the attainment of practical skills and specialized theoretical knowledge. The length of study is 1 to 2 years.

complete general secondary school - with 10 grades where the teaching language is Russian, and 11 grades at schools with a teaching language other than Russian and Russian

THE EDUCATIONAL SYSTEM IN THE USSR



1 Kindergarten
2 Incomplete secondary school (see)
3 Complete general secondary school (see)
4 Vocational-technological school (see Apprentice school)
5 Technological school (see Apprentice s.)
6 Specialized secondary school (see)
7 High (university-level) school

The thick line delineates the sphere of compulsory education.

as the second language. Completion of this school makes possible admission to university-level schools.

compulsory education - it cannot be identified with the obligation to attend day-time school at a certain age. That applies only to incomplete secondary school (see). The young person can then take a job or continue studies. If he starts employment, he must complete some kind of apprentice school (see), but mostly he has the possibility to choose between day-time or evening (distance) study. He can also continue studies at a complete general (or specialized) secondary school (see), in the form of evening or distance study. The immediate goal is defined as giving all young people complete secondary education (10 - 11 years), but this of course is not a duty of the young people.

incomplete secondary school - in 7 grades till 1959, and later an eight-year school compulsory for all children under 16 years of age.

informal education - we have used this term as an opposite to state school, or economic management-based forms of education leading to a state recognized certificate or diploma. In the original, the expression (in literal translation) 'social forms of lifelong education' is used, while the Russian expression for 'social' ("obshchestvennyi") implies, in different contexts, both connenction with social organizations in the broad sense, and voluntary nature of the activity, and sometimes the fact that it is unpaid. But in our view, literal translation could lead to misunderstanding because of the unintentional closeness to social work.

production meeting - a short meeting of all people employed

at a certain workplace, with the purpose to acquaint them with the immediate production tasks, to discuss matter of labour organization and management, work discipline, remuneration etc. They are mostly convened regularly (e g once a month) and on all more or less extraordinary occasions (e g change in the production programme etc).

specialized secondary school - a follow-up for the incomplete secondary school (see). The length of study is 4 or 4.5 years. It provides general education plus specialization in a chosen field, starting with industrial vocations on to medical care etc. Its leavers can take jobs as technicians, foremen, junior executives, or continue studies at university-level schools.

workers - in the translation it is used in place of two Russian terms: "rabochie", which means manual workers in industry and at state farms, and "trudyashchiyesya", which comprises the whole economically active population.

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